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Regional Oral History Office
The Bancroft Library

University of California
Berkeley, California

Library School Oral History Series

Robert D. Harlan

HISTORY OF THE BOOK: THIRTY YEARS AT UC BERKELEY'S SCHOOL OF LIBRARIANSHIP
AND STUDY OF EARLY AMERICAN PRINTERS, 1963-1993

With an Introduction by
Fay M. Blake

Interviews Conducted by
Laura McCreery
in 2000

Since 1954 the Regional Oral History Office has been interviewing leading participants in or well-placed witnesses to major events in the development of northern California, the West, and the nation. Oral history is a method of collecting historical information through tape-recorded interviews between a narrator with firsthand knowledge of historically significant events and a well-informed interviewer, with the goal of preserving substantive additions to the historical record. The tape recording is transcribed, lightly edited for continuity and clarity, and reviewed by the interviewee. The corrected manuscript is indexed, bound with photographs and illustrative materials, and placed in The Bancroft Library at the University of California, Berkeley, and in other research collections for scholarly use. Because it is primary material, oral history is not intended to present the final, verified, or complete narrative of events. It is a spoken account, offered by the interviewee in response to questioning, and as such it is reflective, partisan, deeply involved, and irreplaceable.

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Robert D. Harlan, early 1970s.

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Librarian

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Early life and education in Nebraska and at the University of Michigan; army service during World War II; dissertation on William Strahan; faculty career at University of Southern California library school (1960-1963) and UC Berkeley's School of Librarianship (1963-1993); teaching of reference and bibliography; serving as associate dean of the School of Librarianship; deanships of Raynard Swank, Patrick Wilson, Michael Buckland; scholarly studies of David Magee, John Henry Nash, and other American fine printers; rare books and The Bancroft Library.

Introduction by Fay M. Blake, Senior Lecturer Emerita, School of Librarianship, UC Berkeley.

Interviewed 2000 by Laura McCreery for the Library School Oral History Series. Regional Oral History Office, The Bancroft Library, University of California, Berkeley.

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In Memory of Patricia Anderson Farquar:

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SERIES PREFACE--Library School Oral History Series

The Library School Oral History Series documents the history of librarianship education at the University of California, Berkeley. Through transcribed and edited oral history interviews, the series preserves personal recollections of those involved with Berkeley's graduate library school since the 1930s. In the process, the interviews touch on the history of libraries in the Bay Area and California and on remarkable changes to the profession of librarianship over time.

Certain lines of inquiry are central to all the interviews. What were the changes to the School of Librarianship (later the School of Library and Information Studies) over the years? How were decisions made, and by whom? Historically, what is the proper role of and training for librarians? How has that changed? What, in the opinion of those interviewed, is the public's view of librarianship?

Library education at Berkeley spans nearly a full century. In 1901 Melvil Dewey, founding director of the New York State Library School and author of the Dewey Decimal classification system for books, wrote to University of California President Benjamin Ide Wheeler, encouraging him to start a library school on the West Coast. Berkeley offered the first summer courses in librarianship in 1902, and summer training continued intermittently until 1918, when library education joined the curriculum of the regular academic year.

In 1921, a Department of Librarianship was authorized for the College of Letters and Science, with instruction to begin in 1922. The state library school in Sacramento, which had offered courses since 1914, closed its doors in 1921, turning over the training of librarians to the University of California.

In 1926, Berkeley's departmental program became a separate graduate School of Librarianship, which existed until 1946 under the leadership of the founding dean, Sydney B. Mitchell. In the early years, with a staff of two core faculty members, Edith M. Coulter and Della J. Sisler, Mitchell offered both a graduate Certificate in Librarianship and a second-year course leading to the Master of Arts degree. Generally the school accepted only fifty students each year from among several hundred applicants.

In 1933, under new accreditation standards, the American Library Association named Berkeley a "Type I" school, one of only five so designated because of its graduate degree offerings. In 1937 an endowment grant of \$150,000 from the Carnegie Corporation assured the school's place among American educational institutions.

After World War II, during the deanship of J. Periam Danton (1946-1961), the school grew dramatically in size of faculty and number of students, while expanding and specializing every area of its programs. The graduate certificate was replaced in 1947 with a Bachelor of Library Science degree (BLS) and in 1955 with a Master of Library Science degree (MLS); Ph.D. and Doctor of Library Science (DLS) degree programs were inaugurated in 1954; and the school developed its own Library School Library as a branch of the main Doe Library.

With the deanship of Raynard Coe Swank (1963-1970) came the school's first attention to computers and automation for libraries, an issue which eventually found its way into the curriculum and was taken up also through the school's Institute of Library Research. Swank's leadership culminated in the school's move from its quarters inside Doe Library to the venerable South Hall, one of two original buildings of the Berkeley campus (and the only one remaining). Throughout the seventies and eighties, under the leadership of Patrick Wilson and Michael Buckland, significant changes came to the curriculum and the faculty, as reflected in the eventual change of name to the School of Library and Information Studies.

In the late eighties and nineties, the school and its curricula were evaluated as part of a larger review of the campus and its mission as a research university. The school had only one permanent dean during this period, Robert C. Berring, who served half time from 1986 to 1989. Much of the assessment took place under a series of acting deans. Eventually the School of Library and Information Studies ceased admitting new students, while the campus administration contemplated whether it had a future.

Although the threat of complete dissolution was beaten back, in part owing to the efforts of alumni and their "Save Our School" campaign, the school was, in effect, compelled to close down its operations. It reopened as the School of Information Management and Systems (SIMS), which graduated its first master's students in 1999. Although a few faculty members have remained, the new school's curriculum bears little resemblance to the old, as it offers an electronically based, rather than print-oriented, training. SIMS did take over the library school's endowment and its location in South Hall. As of January 2000, SIMS also administers the alumni association that incorporates graduates of the former school. To date it has not sought accreditation from the American Library Association.

Meanwhile, schools of librarianship across the country have closed, changed their missions, or been subsumed under other graduate schools. The library systems devised so carefully by nineteenth and twentieth century founders have given way--in academic, public, and special libraries of every kind--to new ways of recording and managing collections and providing service to patrons. The Regional Oral History

Office's Library School Oral History Series provides a strong narrative complement to written records of a key educational institution at a crucial time. With traditional education for librarianship fast disappearing, this series, like ROHO's broader University History Series, can serve as an enlightening case study of changes in education occurring throughout the United States.

A significant gift from Morley S. Farquar in memory of his wife, Patricia Anderson Farquar '53, allowed this series to begin in the fall of 1998. Additional gifts from the Class of 1931 Oral History Endowment and the Alumni Association of the former School of Librarianship/Library and Information Studies, along with important individual donations, have further supported the collection of interviews.

A key to creating this series has been the longevity of the individuals selected to be narrators. The first four interviewees for the series were born in 1914 or earlier and were between eighty-five and ninety years old at the time of their interviews. Two of them were students at the school in the 1930s, and their recollections shed light on the founding faculty members. Two of them had substantial experience in California public libraries. Three had long careers on the School of Librarianship faculty. Other narrators in the series will add their experiences as students, faculty members, and deans. Taken together, these oral histories will offer a rich history of librarianship education throughout the twentieth century and beyond.

Special thanks go to the wise and thoughtful team of advisers for the Library School Oral History Series: Michael K. Buckland, Julia J. Cooke, Mary Kay Duggan, Debra L. Hansen, Robert D. Harlan, J. R. K. Kantor (who also proofread every transcript), Corliss S. Lee, and Charlotte Nolan. Special thanks go also to those whose ideas, assistance, and goodwill helped the series come to life: Willa K. Baum, Anne G. Lipow, Christine Orr, Shannon Page, Suzanne Riess, and Leticia Sanchez.

The Regional Oral History Office was established in 1954 to augment through tape-recorded memoirs the Library's materials on the history of California and the West. Copies of all interviews are available for research use in The Bancroft Library and in the UCLA Department of Special Collections. The office is under the direction of Willa K. Baum, Division Head, and the administrative direction of Charles B. Faulhaber, James D. Hart Director of The Bancroft Library, University of California, Berkeley.

Laura McCreery, Project Director
Library School Oral History Series

August 2000
Regional Oral History Office
The Bancroft Library
University of California, Berkeley

Library School Oral History Series

June 2001

Fay M. Blake, *Information for All: An Activist Librarian and Library Educator at the University of California, 1961-1984*, 2001

Grete W. (Frugé) Cubie, *A Career in Public Libraries and at UC Berkeley's School of Librarianship, 1937-1975*, 2000

J. Periam Danton, *Dean and Professor at UC Berkeley's School of Librarianship, 1946-1976*, 2000

Robert D. Harlan, *History of the Book: Thirty Years at UC Berkeley's School of Librarianship and Study of Early American Printers, 1963-1993*, 2001

Fredric J. Mosher, *Reference and Rare Books: Three Decades at UC Berkeley's School of Librarianship, 1950-1981*, 2000

Flora Elizabeth Reynolds, *"A Dukedom Large Enough": Forty Years in Northern California's Public and Academic Libraries, 1936-1976*, 2000

Patrick G. Wilson, *Philosopher of Information: An Eclectic Imprint on Berkeley's School of Librarianship, 1965-1991*, 2000

INTRODUCTION by Fay M. Blake

The first time I met Bob Harlan was at the Library School of the University of Southern California. The year was 1960 and I was a student at the school. As I walked into class one day I saw the new teacher, Robert Harlan. He was really new. It was his first year of teaching, and very soon into the semester it was evident Bob had two great assets. He knew books and he was a very good teacher, not always the case with library school teachers and certainly not always true for brand-new professors. Everyone in class soon realized he had a passion for books and could infect us all with his feeling and understanding.

One day, a few weeks later, I walked into class to be met by Bob at the door. "Today," he announced, "Fay will be teaching the class. Be nice to her but not too nice. One of the best ways to learn is to teach, what I've been doing for the last few weeks here." It was a shock but he was encouraging so I plunged in. And I quickly learned two important lessons. Teaching is hard work, and good teaching requires a sensitivity to the students in the class. As I began, I kept looking at Bob, sitting in the back of the classroom. He looked alert, shook his head at me very slightly when I was saying something outrageous or incorrect but never interrupted until I made a really bad mistake. I had asked the class a question, called on several students, then called on a young woman in the back. She was a foreigner with good command of English but little confidence in herself. She waved her hand indicating she'd rather not speak, and I began to insist she try to answer. At this point, Bob stood up, said gently but firmly, "Okay, let's go on," and took over the class. What he was indicating in his quiet way was something I tried to remember (not always successfully) when I was teaching years later: It is essentially to encourage your students, not to harass them.

When I left USC clutching my master's in Library Science, I told Bob I was taking a job at the UCLA library because I'd been assured they'd assist me in getting an advanced degree in English literature. Bob expressed interest and concern, urged me to continue my studies. For the next few years we would meet at meetings of the California Library Association and the American Library Association. Once he told me he was leaving USC and would be teaching at the University of California in Berkeley. I was glad for him because I knew his scholarly interests would be better served in Berkeley.

In 1971 I applied for a teaching position at the UC Berkeley library school and made the rounds for interviews with the faculty members there. I was delighted to be interviewed by Bob Harlan and glad when I learned I'd been appointed to the faculty that I'd be a colleague and, perhaps, a protégé of Bob's. It's lonely in a new place and a new

job, and I looked to Bob for encouragement and help. Rest assured, I got both from him. He was soon serving as associate dean in the school and was a source of good advice.

We had a number of interests in common in addition to libraries and library education. I could share with Bob my interest in history, in literature, in world events in the turbulent times of the seventies and, later with my husband, Morton Newman, in fine printing. Mort is a longtime printer, now retired, and a longtime member of the American Printing History Association, so he and Bob found areas of common concern. Bob would often ask me what I thought of various American writers, and since my Ph.D. was in English and American Literature and my dissertation was on "The Strike in the American Novel," we would share information and opinions on our reading. It was very soon apparent to me that Bob had a serious interest in American women novelists, a topic no one else on the faculty ever evinced any interest in. Willa Cather or Edith Wharton or Mary Austin or Emily Dickinson didn't ring any bells, but with Bob they did. We often disagreed in our assessment of these women writers but the disagreements were as much a part of Bob Harlan's interest in writing in general as to his sensitivity to the kind of writing women did.

Mort and I still meet Bob on occasion in one or another of the bookstores along Telegraph Avenue in Berkeley (where else?) and always enjoy our conversations together. Bob often tells us of films he's seen and liked. We've followed his recommendations often and have always been grateful to him for his excellent suggestions.

Good teachers--and good students--are made, not born, and Robert Harlan has helped make lots of them good and better.

Fay M. Blake
Senior Lecturer Emerita
School of Librarianship, UC Berkeley

Berkeley, California
March 2001

INTERVIEW HISTORY--Robert D. Harlan

Robert D. Harlan has been a part of the Library School Oral History Series since its inception in the fall of 1998. Indeed, in the earliest stages of my background research, ROHO director Willa K. Baum instructed me to go see Professor Harlan and enlist his help. This I did.

Subsequently, Professor Harlan became one of eight advisers to the series. He helped me get the "lay of the land" on the school's history, describing some of the personalities and events I would encounter in the interviews. He knew every narrator, or interviewee, on my growing list. He also had a good grasp of the school's politics, having taught there actively from 1963 to 1993, including several periods as Acting Dean and Associate Dean. His only proviso during all this: he did not wish to be interviewed himself. "I don't want to live through it all again," he said.

In the spring of 2000--after six other oral histories in this series were taped, transcribed, and on their way to printed form--I asked Professor Harlan to think again about whether I might interview him. He agreed to just that: he'd think about it. A month later he was still thinking. When he finally said yes, I quickly arranged to start interviewing. In July 2000, we created six hours of tape in just three meetings. Just as quickly as our collaboration had begun it was over.

The interviews took place in the shared office for emeriti in South Hall. That venerable building now houses the School of Information Management and Systems, not the library school Professor Harlan joined when Raynard C. Swank hired him away from the University of Southern California in 1963.

Professor Harlan has done some oral history interviewing himself in retirement, so I was gently amused at his sensitivity to the microphone and rolling cassette tapes. Several times he asked me to turn off the recorder while he clarified a direction in our discussion. As always, his gentle demeanor and rather sly sense of humor made our conversations a pleasure.

After the interviews were transcribed, he promptly read a draft transcript. He corrected minor errors and spruced up the colloquialisms. Although he made no major changes, he did delete several short passages. His sense of discretion prevented him from going on record with anything that might conceivably cause discomfort to others.

One of the pleasures of this oral history was having Professor Harlan say he was glad he did it after all. He particularly enjoyed the task of reviewing his research interests, and he was pleased to discern a pattern there.

This transcript adds greatly to the Library School Oral History Series. Because of Professor Harlan's long interest in fine printing and rare books, the interviews also add to the archival knowledge of those subjects. His continuing research on fine printing in the Bay Area can only increase that store in the future.

Laura McCreery
Interviewer/Editor

January 2001
Regional Oral History Office
The Bancroft Library
University of California, Berkeley

BIOGRAPHICAL INFORMATION

(Please write clearly. Use black ink.)

Your full name Ralph D. Harlan
Date of birth 4 Aug 1929 Birthplace Hastings, Nebraska
Father's full name Hugh Allan Harlan
Occupation salesperson Birthplace Edison, Nebraska
Mother's full name Madge Kister Newmyer
Occupation wife, mother, ^{home} manager Birthplace central city, Nebraska
Your spouse _____
Your children _____

Where did you grow up? Hastings, Nebraska
Present community San Francisco
Education (The outline is correct)

Occupation(s) librarian, professor

Areas of expertise bibliographical control; analytical and
descriptive bibliography; history of the book

Other interests or activities _____

Organizations in which you are active _____
Book Club of California; PETA; Animal Defense League; SFSPCA

INTERVIEW WITH ROBERT D. HARLAN

I FAMILY BACKGROUND, CHILDHOOD, EARLY EDUCATION

[Interview 1: July 26, 2000] ##¹Parents, Grandparents, and Nebraska Roots

McCreery: Would you start this morning by stating your date of birth and then telling me a little bit about where you were born?

Harlan: I was born on the fourth of August, 1929, on the eve of the Depression. I was born in Hastings, Nebraska, and I lived there for the first twenty years of my life. Both of my parents had been born in Nebraska, which was a little unusual. Their parents had been pioneers, in the sense that they came to Nebraska in the seventies--1870s--and homesteaded. Life was hard and they weren't too successful, but they did persevere.

I did not know my paternal grandfather. He had died several years earlier. I knew my paternal grandmother who lived to be ninety. She and most of that branch of my family except my father [Hugh Allan Harlan]--and he had two brothers and a sister--emigrated to California during the Depression and lived in Compton, California for many years.

My maternal grandfather eventually settled in Central City, Nebraska, and became a city official in that small town. He died in 1942, his wife a little earlier. They were both from Pennsylvania. My recollection of him is that he was patriarchal.

On both my father's side and my mother's side, we can trace our ancestry back to the pre-Revolution. The Harlans came to Pennsylvania from England in, I think, the seventeenth century, and the other side--the Newmyers--came to Pennsylvania,

¹## This symbol indicates that a tape or tape segment has begun or ended. A guide to the tapes follows the transcript.

separately, about the same time, from Germany. Both families worked their way across the country as it was settled, living in Indiana and Iowa, and just kept moving west, as so many people did, and ended up in Nebraska.

Hastings was a small town, about 15,000, which made it the third largest city in Nebraska. [laughs] It was a pleasant small town--no real problems before the Depression and the war.

The Depression, of course, and the drought of the thirties made a big difference in Nebraska. These were hard times. Although my father was always employed, I was certainly aware of the plight of many of my classmates who were hungry. The school began to have a graham crackers and milk program for the hungry kids, and the children who were selected for that were mortified. They just hated it because it singled them out as being poor. I remember that, and that kind of thing sticks with you. The family, of course, was very prudent about money --probably instilling in me a real sense of value for things. I don't waste things, and it probably stems from that. [tape interruption]

McCreery: You mentioned the homesteads that your family had, and yet I know from your outline that your father was a salesman.

Harlan: Yes, yes.

McCreery: How did he get into that line of work and not the agrarian way of life?

Harlan: Well, he was the youngest of the children and he decided he didn't want to farm, that there was perhaps a better life. So he went to a business school, got a business degree of some sort and instead of returning to the farm, he became a salesman and a sales representative. He was that for all of his life, and he was good at it, I think. He seemed to do well.

McCreery: Do you know much about the details of his work and where it took him?

Harlan: Well, his territory was most of eastern Nebraska, and he was selling, oh, building equipment, cement bricks, tile, that sort of thing. He was gone a lot of the time. He was a traveling salesman, so during most of the year, when the weather permitted, he would depart on Monday mornings and be gone for at the least a week and sometimes two weeks. So in a sense, mine was a one-parent family, and I presume that had some effect, too, upon me--it certainly had an effect upon my mother [Madge Kiester Newmyer].

McCreery: Tell me a little more about her.

Harlan: Well, she was an interesting person. She was a secretary before they were married. They both met in the same firm in Hastings. She had gone to secretarial school, so she knew shorthand, she could type, that sort of thing. I think if she had been born, you know, fifty years later, she would have probably been a career person. She would have been very good at it. She was organized, dynamic, ambitious, but she married and that was the end of it at that time. Her frugality and her sense of order affected the household quite a bit.

McCreery: I wonder if you know what year your parents met?

Harlan: I think they met probably about 1922.

McCreery: In Hastings?

Harlan: In Hastings, at this firm, Dutton Company. Still there. [laughter] I have an older brother who was born in '24. My father's name is Hugh and his name is Hugh. It's an unusual name.

McCreery: Whom were you named after?

Harlan: I don't think anyone in particular.

McCreery: Okay. You have just the one sibling?

Harlan: Yes.

Effects of the Great Depression; Schooling

McCreery: As you saw on the outline, I wanted to ask you about the effects of the Depression on your family.

Harlan: Yes. Well, as I said, my father was employed all the time, which is unusual. He did change jobs a couple of times, and for whatever reason the business he was in was able to function. Some of my classmates--their fathers were not working--were not in good shape. There were people who were hungry. And I don't think Hastings was nearly as bad as, say, the big cities or the deep South, but it was bad enough.

The thing I remember is that there were many people even in Hastings who were in bad shape, but no one complained. It was

hidden. You did not talk about the fact that you were hungry, had bad clothes, or that your father was not employed. You just didn't do that, and the effect of that was a kind of placidity which belied the actual situation. This was rather strange in that sense as I look back on it, that there was no complaining at all.

In addition to the national depression, the entire Midwest was deeply affected by the drought which was, in turn, exacerbated by several plagues of grasshoppers and immense dust storms. I can recall swarms of grasshoppers so large and dense that they obliterated the sun. It was almost biblical!

McCreery: You were witnessing this going through grade school?

Harlan: Grade school and high school. Well, you know, I entered junior high school in 1941, and the war came and that made a difference, of course, ending the Depression, but also the bucolic environment of Hastings because there was a large naval ammunition depot established outside of the town.

You might wonder what the naval ammunition depot was doing in the middle of the country, 1,500 miles distant from a major port, but I think that's the reason it was there, to protect the ammunition. So suddenly there was this big demand for people to work. There was also a naval contingent, and then there was an air force base nearby. All of a sudden the city was inundated with foreigners, you know--service people and people coming up from the South, a lot of them, to find jobs. It made a big difference. I would think that the population increased from 15,000 to probably 20,000 quite rapidly.

So all of the resulting problems ensued--there wasn't enough housing, the schools were crowded. It was unpleasant in that regard, but certainly the whole economic structure changed a great deal. I remember we had our first murder in Hastings in years, and it made the headlines in the state's newspapers. Some woman was murdered on the golf course, never solved. It wasn't a Hastings woman, but headlines, you know, "Hastings' first murder." That sort of thing. There was some lawlessness, but it was mostly under control.

There was a large trailer camp, suddenly, in Hastings, where most of these workers and their families lived because they had to be provided housing. I was a paper boy and I delivered papers to that trailer camp, and that was fascinating to me because I really got to know a very different kind of life than I had known. On the whole, because I was young, it was interesting. I really enjoyed the fact that suddenly

Hastings was no longer Hastings. [laughs] I think most of the children would have enjoyed the fact that there were all these servicemen going around in uniform. It was exciting in that regard.

McCreery: Tell me something about your high school years during the war.

Harlan: Well, I entered junior high school in 1941 and graduated from senior high in '47. I would say that the quality of education was adequate and not much more. For one thing, because of the war, it was hard to get qualified teachers. Retired teachers were recalled. They should not have been. A lot of teachers just said, "Well, I'd like to have a job that pays money." And they left, although many stayed. I would say, therefore, that the quality of education was somewhat uneven and not distinguished, except that I remember I had a very good twelfth grade English teacher named Miss Ethel Valder. She was really very good, and she had been there for a long time. She was the kind of teacher whom one could call inspirational. Can't say that very often, but in her case, it was true. I think that was a turning point for me.

Also we had a very good music department, and I played the tenor saxophone in the band and the oboe in the orchestra, and that was enjoyable. I really felt that the music aspect of my education was very important. The instructor, Matthew Shoemaker, was very good. There was also in Hastings something called the "Dime Symphony." The Hastings symphony orchestra was called the Dime Symphony because admission was a dime. It was made up of volunteers--only the conductor was paid. I joined that when I was about fifteen. I was second oboe. [laughs] I'm sure that if I would be able to hear the programs now, I'd be mortified, but at that time it seemed pretty good.

But what I appreciated about it was that I was able to get the experience of playing so much of music literature, and it really instilled in me a profound interest in classical music, which has always been important to me. I think that was a real opportunity, as perhaps as amateur as the Dime Symphony was. [laughs] Our repertoire could be ambitious, too ambitious! I remember our playing Beethoven's violin concerto, Mendelsohn and Schumann symphonies, works of that caliber.

That reminds me. In the thirties and forties, music instruction in public schools throughout Nebraska was widespread and of good quality. I remember participating in statewide music competitions that were impressive, all things considered. I think the provision for music instruction in

public schools reflects the influence of first- and second-generation parents from Europe.

McCreery: Did you continue to play after that?

Harlan: Well, I played through college, but after that, no. I abandoned both the oboe and the tenor sax, but I was also a pianist, so I continued studying the piano.

McCreery: Aside from Miss Valder, were there other adults who were particularly influential to you in your youth?

Harlan: Well, I think my mother was, because she was the visible parent. My father was less so because he was just not there, but he was certainly a good father. At one point in high school, I think the minister of my church was influential. I belonged to the Presbyterian Church and belonged to youth groups. He was an interesting person. His name was Silas G. Kessler. I was brought up a Presbyterian, and I remember studying the Westminster Catechism so I could be confirmed.

As I look back on it, it was a very nondenominational church. There was very little ranting and raving--there was none of that, and it wasn't very doctrinal; it was just sort of a feel-good church. That certainly is in contrast to the orders of Presbyterianism, a very rigorous denomination, in theory.

Undergraduate at Hastings College; Army Service

McCreery: Well, I know that you elected to go on to Hastings College right there in town, which I understand is a Presbyterian private school.

Harlan: Yes, it is private.

McCreery: Was it a given that you would go there?

Harlan: Well, I went there because it was across the street from my house. [laughs] The only other possibility would have been the University [of Nebraska] in Lincoln, and I think to some degree for financial reasons I went to Hastings College. It would have been hard for us to have sent me out of town to school.

McCreery: That was in 1947 that you entered Hastings College?

Harlan: Yes.

McCreery: What was the school like at that time?

Harlan: Well, it was really interesting because the year before I entered college all the veterans were returning on the G.I. Bill. So when I got there a good percentage of the students were veterans, and they were no-nonsense. They weren't taking any guff from anybody, and they put the whole college faculty and staff on notice. It really was good for them. They were a model for the rest of us, you know, we looked up to them, these heroes back from the war. On the whole, they were really very impressive, serious people.

A couple of my closest friends were veterans. One of them, Walter Stromer, had been blinded in the war, and I think I met him the second year I was there. I became his reader, and so I knew him quite well. He was one of several veterans that really impressed me. I thought, well, these are very substantial people. That must have had an effect upon me. It certainly had an effect, if temporary, on the school. [laughs]

I finished in three years because I went to summer school. The last year I was there, most of the veterans had left and the school was reverting to its old collegial atmosphere, with freshmen initiation and that sort of thing. Because of my experience I thought, "This is all very silly." [laughs] But I graduated, so that was the end of it.

McCreery: Tell me a little more about your academic life there and how you decided what to study.

Harlan: Well, I think because of Miss Valder, the high school English teacher, I was interested in English. One of the instructors there at Hastings College had been there a long time, and she was quite competent. The other major instructor was a Canadian who had been in the Canadian army during the war. He was impressive, although he wasn't a particularly good instructor. His name was Frank Hewitt. So I majored in English, and double majored in history. Those two fields interested me and I thought they were interconnected. I also took several courses in French and Spanish, so I was a humanities major. I belonged to the band and the orchestra--the Hastings Civic Symphony Orchestra--so I continued my music. I graduated, then, in June of 1950, and had a scholarship to go to University of Nebraska for a master's degree in English. As you may recall, it was in June that the North Koreans invaded South Korea.

I went to the University of Nebraska for a year. By this time the draft had been reinstated, and I joined the army, so I never finished that program--didn't go back. It wasn't a good experience. I thought it was a mediocre program. So then I was in the army. I ended up in the Army Security Agency, which is not as formidable as it sounds. It was primarily concerned with communications. It wasn't the CIA or anything like that.

McCreery: How did you end up there?

Harlan: Well, they just put me there. I had my basic training at Fort Reilly, Kansas, which is more of the Midwest, but my first permanent station was Fort Devons, Massachusetts, which is about thirty miles from Boston.

Because of my history and English background, I was very aware of New England and what it represented in our history, and this was fascinating to me. It was the first time I was really out of Hastings, Nebraska, or the Midwest. I was there for about a year and saw a lot of New England with some friends. One of them had a car, and every weekend we'd go somewhere. New England's small, you know. It fits into Nebraska, so we saw a lot of New England and that was really very interesting. Then I was transferred to Fort Leonard Wood in Missouri. I was transferred there because my mother had terminal cancer, and it was a compassionate transfer so I could be nearer to Hastings. So during the last year, about, she had terminal cancer. My brother was also in the army--he had been drafted--and he was also transferred to this station. He had a car and we would drive to Hastings as much as we could, but it was difficult.

McCreery: What year was that?

Harlan: Well, she died in May '54.

Library School and Ph.D. at the University of Michigan

Harlan: I was out of the army later that year and decided to go to library school, and I chose the University of Michigan.

McCreery: Now where did that interest come from, do you recall?

Harlan: I'd always been interested in libraries and I had thought about that career before. There was an army base library and I talked to the librarian there and found it interesting. She

was able to give me some literature on the possibilities of a career as a librarian.

McCreery: This was in Missouri?

Harlan: In Missouri, yes. She also recommended the University of Michigan, which I knew nothing about except that it was a good school, a good university. So I applied to the master's program there and was admitted. I started a program in the spring semester of 1955.

I thought Ann Arbor was a very exciting place to be. It was a big campus, a dynamic campus, wonderful library, good instructors. Everything about it, really, was impressive and exciting to me. I finished the master's degree, I think, in maybe three semesters. I had the G.I. Bill, which enabled me to not worry too much about money, but I also worked in the library part time--got some experience there.

McCreery: Tell me something about that program.

Harlan: Yes. Michigan was probably one of the highest ranked library schools at the time. It had a good faculty, a good program. As one looks back on it now, it seems very parochial and limited, but that's what it was then. So you took a lot of required courses, and they covered such things as reference and bibliography, cataloging, book selection, administration. It was a demanding program, but I didn't mind that. The teachers were good.

The chairman of the department was a man named Rudolph Gjelsness. He was then in his early sixties--had been there quite a while--and his reputation was for having been a mover and a shaker in the field of cataloging and classification. He had once worked, for instance, at the New York Public Library in the cataloging processing department and had worked here at the University of California for a couple of years at some point in his career, doing that again. Acquisitions and cataloging were his specialties.

His main reputation was based upon the fact that he was very interested in promoting library education in Latin America. He knew Spanish, and I think he was instrumental in getting the American Library Association to provide a translation of the Dewey Decimal classification system into Spanish. He worked on that. He taught one year in Colombia and tried very hard to get students from Latin America--Mexico, and of course Colombia and Venezuela--to come to Michigan, and he always had one or two students there.

The professor of the history of the book and reference was Raymond Kilgour, who had a Ph.D. in French from Harvard and had taught at Harvard for some time. I don't know what got him from Harvard to library school. He's still alive, in his mid-nineties. He lives in Lincoln, Nebraska. That's where his wife came from. I have actually visited them there. His interest in the history of the book opened that field to me, because I didn't even know there was such a field. I worked for him as an assistant, and he was my dissertation chairman and instrumental in my whole program. He is the author of three excellent books about 19th-century New England publishers.

So after I got my master's--it was called master of science in library science--I took a job at the university library there in the acquisitions department. I was responsible for coordinating the ordering of materials from the faculty and from the staff. This meant receiving the orders and verifying to see if the citation was correct--and often it wasn't--seeing if we had a copy, seeing if it was on order, and that sort of thing. I learned a lot. It wasn't a terribly exciting job after a while, but it was a good job. I decided that I would like more education, so I entered the Ph.D. program in library science.

McCreery: Can I just ask you to back up for a moment before we go too far. Did you like library school?

Harlan: Yes! yes! [laughs] It's unusual, but I thought it was fun. I really liked it. The students were good, and the faculty was good, and the atmosphere was good, and the university library was great.

McCreery: It sounded as if the school was quite well developed by then--curriculum and all.

Harlan: It was. It was one of the older, well-established schools, yes.

McCreery: How large was the master's student body, do you remember?

Harlan: Well, I think it was around--just guessing, I would think it was around seventy-five, maybe more. It was a large school. So I decided to go back to school and get a master's degree in history as well as a Ph.D. in library science.

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Harlan: A professor who influenced me was Verner Crane, who taught Colonial American history. When I took his courses, he must have been quite near retirement, but still certainly intellectually "there"--fascinating man.

So I think I sort of majored in the master's program, as much as you can, in the eighteenth century. I obtained the master's degree in history, and then I quit my job in the library and decided to go on for the Ph.D. in library science. Professor Kilgour was my chairman and Professor Gjelsness was on the committee, and the third person was from the English department.

I passed the exams and was looking for a doctoral topic, and I found in some issue of the *Times Literary Supplement* a reference to the fact that the British Museum Library, as it was then called, had just acquired the business papers of an eighteenth-century London printer and publisher named William Strahan. I thought, "Oh, this is exciting," so I talked to Professor Kilgour about it and he was supportive and I thought, "Oh, I guess I'll go to London." I received a fellowship from the university--Horace Rackham Predoctoral Fellowship, which with my G.I. Bill provided enough money so that I didn't have to worry about that.

Dissertation Research in London, 1958-1959

Harlan: So I went to London in the fall of 1958. At that time, only the wealthy could fly, so I took a ship. It was the Holland-American line. I remember it was called the *Maasdam*. It was a small ship, and this was in late September, so it wasn't terribly packed. There was a big contingent of American students going to England, so I made some good friends, had a wonderful time. It took about six days. It was a slow trip, but it was, you know, a very different life, and it was a lot of fun.

McCreery: I take it you hadn't been abroad before.

Harlan: No, I hadn't been. Until I got in the army I hadn't been out of Nebraska, really. [laughs] I arrived in London and found some digs, and there were the Strahan papers--many many of them. I began studying them and spent most of the year just looking at them and trying to figure out what was there and making notes and getting microfilming. It was an absolutely fascinating year, because there I was in one of the cultural

capitals of the world, with what was relatively speaking adequate funds. So almost every night I went to a concert or a play or the theater or something. It was just--something always going on. I was in a state of euphoria, I would say, for the whole year.

But it's interesting that even in '58, London had not really recovered from the war, there were still some bombed-out ruins, and it was still under a program of austerity. I think there was even--some things that were still rationed in '58, and so it was grim in that sense. I was cold all of the winter because few buildings provided adequate heating, but I was young and there I was in London, so I hardly cared about that.

On the *Maasdam*, I made some friends who were going to London--some women--and they were studying at London University. There was a dorm for commonwealth and American women called William Goodenough House, and it had central heating, and it had a cafeteria that served very good food. They were kind enough, often, to invite me for dinner and a chance to warm up. [laughs] And so you know, that was really very nice.

One of my Michigan friends had gotten a Fulbright [scholarship] and he was stationed in Würzburg, Germany, and I visited his wife and him. So I finally got to the continent in the spring of '59 for a couple of weeks. He had a Volkswagen Beetle, and so we drove to Italy--all the way down to Naples--a long trip. So again, you know, I was in a constant state of euphoria. It was just quite a year, a great year.

Well, I came back in September of '59 and was able to get a renewal of my fellowship, so that helped me. I spent that year, then, writing a dissertation, which was about William Strahan. It was accepted, and so I received the Ph.D. in June of 1960. Then I figured, well, I can't get a second Ph.D. and I probably can't go back to London, so I'd better get a job.

II LIBRARY SCHOOL CAREER, 1960-1975

Martha Boaz and the Library School at USC, 1960-1963

McCreery: Now you were just thirty years old.

Harlan: Thirty.

McCreery: It sounds as if you were very self-directed young man throughout all this time.

Harlan: Yes, yes.

McCreery: How would you characterize yourself?

Harlan: I don't know where I got that, but I was really quite independent from an early age.

McCreery: You knew what you wanted to do?

Harlan: I would say that if you look at it in hindsight, it would seem that way, although I think part of it was just luck and being at the right place at the right time. But once I made a decision, I usually didn't have to reverse it. So in the spring in '60 when I was finishing the dissertation, I began writing library schools to see if I could find a teaching position because I liked teaching. I had taught a UM extension course in Detroit on book selection and had enjoyed the experience. At that particular point, the profession was rather stagnant--was not growing. There weren't that many teaching jobs. So I think I had two offers and the one I took was at the University of Southern California as assistant professor in the School of Library Science.

So I bought a car, drove out to Los Angeles, stopping in Hastings to see my father and his second wife and to visit my brother and his family. A friend drove out with me, which

helped, and I landed in Los Angeles on one of the smoggiest days on record. You could barely see.

McCreery: Had you been to California before?

Harlan: Yes, because my father's relatives had moved to Compton. When I got there I thought, "I've made a mistake." [laughs] But what could I do? So I found a place to live near the campus. Well, USC is in central Los Angeles. The campus itself is okay, but it's surrounded by an area that had seen better days, and because it was in central Los Angeles the smog really hit it. It was particularly bad that year, and I can remember I would walk to campus and by the time I got there I was crying because of the smog. I thought, "Well, I won't have to worry about retirement because I'll be dead." [laughs] It was rather a shock after Ann Arbor and London to find myself in smog-ridden Los Angeles. Didn't like it, never liked Los Angeles. I was there for three years and never liked it at all, so I was glad to leave on every account.

McCreery: Now just to back up a moment, how did you happen to apply there? Was there an advertised opening of some kind?

Harlan: No, there were then about twenty accredited library schools. I just wrote to each of them, and two of them responded and one of them was USC.

McCreery: Who hired you?

Harlan: Martha Boaz, who was the dean. She's still alive, I think. She's from Virginia, and she was one of those southern iron butterflies that you hear about. She had very gracious manners--she was an attractive woman, very elegant, and determined. She could be a formidable enemy if you crossed her. I didn't. I got along with her.

She had done very well by the school and by herself at USC. USC then, even more than now, was very much entrepreneurial. It hardly had any endowment at all, and the money that every school got to function to some degree had to be raised by the dean or the chairman.

McCreery: As a private school, its whole basis was different.

Harlan: Private school, the basis was different. The tuition was not cheap. She was very good at raising money. She was quite a hit with the library community.

McCreery: How long had she been there, do you know?

Harlan: I think she'd been there maybe three years before I came. She was a Michigan graduate. She had a Ph.D. from Michigan. She was there at USC several years and she actually was able to raise enough money to build her own school building on campus. It was a three-story building, quite handsome, latest technology in it. She had raised all the money herself and this was to her credit, but unfortunately at about this time the job market had collapsed. There was no job market. There were no jobs, and because of the high tuition and also because there was now competition across town at UCLA, the enrollment plummeted. Martha, seeing the handwriting on the wall, retired early. Within two years, the university had taken back the building, given it to the School of Business Administration, moved the library school into the top floor of the school of education, which was the kiss of death. The school lingered for about three more years, and then it collapsed and ended. So it was a sad ending for her in that sense.

McCreery: Tell me something about the curriculum when you were there.

Harlan: The curriculum was quite conventional. And you know, that was the curriculum everywhere--you know, cataloging, reference, bibliography, book selection, administration, some possibility for specialization. You could take a course in school library administration, or university/library administration--that sort of thing.

The faculty was small. It was not particularly good, and I think our teaching load was five courses a semester. It was just, you know, it was exhausting. Some courses were repeats, but even so, that's a lot of teaching.

The students were interesting. Many of them were part time. They were working in libraries, and I must say that they were very good, on the whole. Some didn't like the place, they didn't like the school. They felt that they were not getting a good education, which was probably true, but they were good students, and I really liked them and respected them. So the student body was impressive.

One more person at USC was impressive, and that was Lewis Stieg. He was the library director at USC. When he first went to USC he was both the library director and the director of the library school--it was a joint appointment. For whatever reason, I don't know--he was on sabbatical in Turkey and while he was gone they took away the school from him and gave it to Martha. So there was friction between them just on that basis, and they had very different views of things. I admired him deeply. I thought he was really an impressive person working

under difficult circumstances. He didn't have enough money, but he had all the responsibilities that a large university library has. So we would commiserate often at lunch. I grew quite fond of him.

We can go forward just briefly. He retired maybe five years after I left and he had friends here, and so he came up here to teach for two years in the school. I thought, "Well, that's a nice ending to his career." You know, that he could come to a good school and be appreciated.

McCreery: Well, you mentioned a teaching load of five courses.

Harlan: Yes.

McCreery: What specifically were you asked to teach?

Harlan: Let's see. Basic reference, bibliography of the humanities, bibliography of the social sciences, bibliography of the sciences, book selection, reading guidance, history of libraries, probably a seminar or two.

McCreery: Do you recall your salary when you started there in 1960?

Harlan: I could find out. It was not very good. It probably was competitive, but it wasn't very good.

The first year in Los Angeles I lived near campus so I could walk. The second year I found a cottage in Manhattan Beach about a five-minute walk from the ocean. I really liked that, but there was the commute. So the third year I lived near Silver Lake, which was closer but still relatively attractive. I just could never cope with Los Angeles. I just thought it was the end of the world and so that was bad, too.

At the end of my third year I was promoted to associate professor at USC, so that suggested Martha thought I was acceptable or manageable or both. [laughter] But of course I was eager to leave, so when I found out that there was a position here, I talked to some friends who had contacts here and they said, "Yes, apply," and so I did.

McCreery: Okay. I wonder if you can just tell me a little bit more about how Dr. Martha Boaz ran the school, sort of her management style, if you will. You mentioned that she was a formidable person.

Harlan: Oh, yes, yes. Oh, it was very hierarchical. I always thought that she behaved like maybe a high school principal. To be

fair to her, you know, considering the place where she was trying to function, she probably felt she had to have control. Just that it was not collegial at all, and there were some practices that most university professors would find appalling. For example, she expected us to be in our offices from eight to four every day. If you weren't in your classroom, you were supposed to be in your office. I thought, well, how do you do research, that sort of thing? You could leave a note on your door saying, "I'll be back in twenty minutes." [laughs] So it was very hard to cope.

McCreery: Did she hold faculty meetings?

Harlan: We held faculty meetings. There wasn't much in the way of discussion. Usually the purpose of faculty meetings was for her to lay out a plan or something like that.

McCreery: You mentioned your faculty colleagues there. Did most of them have formal training in librarianship?

Harlan: Yes, they all did. One of my colleagues, Paul Winkler, taught "cat and class." He was an outstanding instructor. One year he was one of five instructors systemwide to be awarded an outstanding teacher citation.

McCreery: Okay.

Harlan: Yes, and except for me, most of them had had significant careers [as librarians], which was good. Also when I was there, she began a Ph.D. program and I think as long as the school lasted, there were graduates from that program. But I thought at the time, the school was stretched a bit thin to do that.

McCreery: While you were there, were you involved in the library professional organizations--ALA [American Library Association], CLA [California Library Association], and so on?

Harlan: Yes. It was hard to become involved in ALA because, again, Martha did not encourage people to leave the campus. To some degree she didn't encourage one to become too much involved outside of her milieu. She did encourage involvement in CLA, and I was. I think I attended a couple of ALA meetings. I must say, once I went to a meeting, if she was there she was very good about promoting me and introducing me to people. She was an interesting woman. She was not likable, but I respected her in a way and I thought probably somewhere in there is a very interesting, attractive, compassionate person, but she did not allow that to come out.

McCreery: Well, I'm sure it was a challenging situation.

Harlan: Challenging, yes.

McCreery: And given Lewis Stieg, and his being removed while he wasn't around and so on. But it's very interesting, as you say, not a very collegial atmosphere.

Harlan: No, not at all.

McCreery: And yet you were promoted, given tenure I assume at that level while being somewhat restricted from pursuing your research interests.

Harlan: Yes. Well, yes, but see, research wasn't important. And she was satisfied with my work. I had my classes and did my duties, and that was sort of the basis for promotion. I had done some research, but it wasn't much. And the rest of the faculty had done no research. It just wasn't expected, which again, you know, would suggest we had no business having a Ph.D. program.

Arranging to Leave USC for Berkeley, 1963

McCreery: Well, you mentioned that you heard through friends that there was an opening here. How did all that come about?

Harlan: [laughs] Well, one of my colleagues in my last year there had been hired by Martha. He had come from Scripps Institution [of Oceanography at University of California, San Diego] and she had thought that he would be a good appointment. He was associate dean--the first associate dean. He had contacts throughout the state. He knew a lot of people, including people here.

Well, that appointment soured quite quickly because he just couldn't meet her standards. Finally he just had to leave. Anyway, he had contacts in California and in Berkeley. I think he's the one who had found out there was a position here, so he urged me to apply. And so I did.

McCreery: Was it specifically a position in the reference bibliography area?

Harlan: Yes.

McCreery: Okay. Do you remember exactly how you inquired or made contact?

Harlan: I think I wrote to Dean Swank [Raynard Coe Swank, dean of the library school]. This was probably in March of '60.

McCreery: Or '63?

Harlan: Pardon me, '63, yes. Yes. And so I was invited up for an interview.

I came up to interview and I had lunch and met the faculty and was quite impressed with them. At this point the school was beginning to grow. There was an influx of money and Ray Swank was trying to augment the program.

McCreery: Now he was a new dean at that time?

Harlan: He had been there for one year or maybe two, yes.

McCreery: Do you remember your interview with him, or your lunch?

Harlan: Yes, I remember the lunch with the faculty. I was impressed with the fact that they seemed to like each other. [laughter] It wasn't totally true as it turns out, but they were quite friendly and Ray Swank was a peer, he wasn't deferred to. No one was afraid of him, that sort of thing. That was all to the good. Then I had interviews with individual faculty members and they were quite friendly, except Perry [J. Periam Danton] who was being imperious. But that's another story. The two other members of the faculty teaching reference were Fred Mosher and Ray Held, and so I interviewed them and the interviews seemed to go well.

So I returned to USC and after about two weeks I got a phone call from Ray Swank, and of course our offices didn't have phones, so I had to go to the [school] office. [laughter] Now, I thought, "This is ridiculous." Here I was trying not to say anything that would indicate that I was being offered a job, so Ray Swank must have thought I was really quite remote, maybe even uninterested. [laughter] I don't know. So anyway, he said, "We want to offer you the job, and we'll send you a formal offer." It came, and of course I took it.

I told Martha and she was quite upset because she'd just gotten me promoted to associate professor. Actually I came here [to Berkeley] for a little less than I was getting there, and she was quite dumbfounded. She just could not figure out why I would leave USC with a tenured position to come to Berkeley.

McCreery: As assistant professor.

Harlan: As assistant professor. I said, "Well, you know, it's the research possibilities." I said, "There just aren't any at USC." So she was quite gracious about it, but it did gall her and she never forgave me really, I think.

Ray Swank and the Faculty at Berkeley

McCreery: Now, had you ever met Mr. Swank before you came to interview with him?

Harlan: No, I had not met any of the faculty before I came for the interview. I'd heard about them and knew the reputations of some of them.

McCreery: Do you remember initial impressions of Ray Swank?

Harlan: Well, he was quite pleasant. He seemed preoccupied, which he was, I'm sure. He picked me up at the airport at Oakland and took me back, and we talked a little bit about things, but he was rather formal, but friendly, and preoccupied. He had a lot on his mind, I think.

My impression of--let's see, the faculty. Well, I thought Ethelyn was charming--[Anne] Ethelyn Markley. And Grete was Grete [Grete Frugé Cubie]. She was formidable [laughs] and charming. Fred was very nice. Ray Held was very nice. LeRoy Merritt was a little prickly. Ed Wight was fuzzy. And Mae [Durham] Roger was quite pleasant. So I met the whole faculty.

McCreery: Okay. Did you have any hesitation at all about coming to Berkeley?

Harlan: None whatsoever.

McCreery: Your situation there [at USC] had already led you to be looking, of course.

Harlan: I would have gone, I think, almost anywhere. It's just that I was lucky enough to be able to come to Berkeley, which certainly is different from USC. I remember that when I was interviewing Ray Held and Fred Mosher, we were talking about teaching reference and Fred asked me, "Now, what is the correct way of teaching reference?" And I said, "I don't know." That was the right answer.

McCreery: It was the answer? [laughter] There is no correct way?

Harlan: Actually Fred thought there was a correct way. [laughter]
Very strong opinions on that, but that's what he wanted to hear from me.

McCreery: Of course he and Mr. Held were your principal colleagues in your own area.

Harlan: Yes. You know, and they were both of them very supportive. They were good people, and I think when I came Ray Held was still an assistant professor. I think Fred was an associate professor.

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McCreery: You were talking about impressions of your colleagues when you arrived here.

Harlan: Yes. I sat in on some of Fred's and Ray Held's classes to get a sense of what they were doing and it was very much what I had been doing, so that was no revelation. The resources for teaching reference and bibliography, of course, were multiply greater than at USC. There was a great university research library and there was a library school library which had a reference collection and the books were there to look. That certainly made a difference. I was able to pretty much modify the courses I had taught at USC into the curriculum at UC.

I came to Berkeley when there was a lot of money and the school was deliberately trying to grow. That's why there was a position for me. The classes were not small--thirty, forty students. I thought the students were similar to those at USC. They were, you know, mostly California residents. I think probably if you looked at their paper records, you would find they were better qualified than the ones at USC. They were good. But I did think that there were more similarity than dissimilarity between them.

McCreery: Is it useful to compare the curriculum of Berkeley with that of USC at that time?

Harlan: Well, I think on paper they looked quite similar. There was no big difference. There were more courses and here they were taught by reputable senior people. Also, Berkeley had a doctoral program which was not that well developed, but it was beginning to be developed. I think probably one can say that the structure of the curriculum was similar, but the quality was quite different, which it should be.

McCreery: And moving to Berkeley, what was that part of it like for you, personally?

Harlan: Well, I remember when I drove up from Los Angeles and I looked out my rearview mirror, I could see it, and I said, "Good-bye." [laughter] I think I went to one conference since then--two conferences maybe--but it's not my favorite city.

McCreery: Safe to say you never looked back?

Harlan: Never looked back, no. So I came to Berkeley. Some friends had moved here recently and they lived in San Francisco, so I stayed with them initially. I found a nice apartment on Spruce Street in Berkeley with a little garden, and it was quite pleasant and I could walk to work--about a fifteen minute walk. And you know, I just thought, "Well, gee. I've arrived." [laughter] I've been saved."

McCreery: What was the general campus atmosphere like when you arrived in '63?

Harlan: When I arrived, it was a large university--it reminded me of Michigan: a lot of students, a funny mix of buildings--although this campus was more attractive than Michigan was then. You know, it had good music, theater, and of course San Francisco was next door, which I really liked, too. So I was quite comfortable in Berkeley. It was my idea of what a university city should be.

McCreery: How about your teaching duties in those early years?

Harlan: Well, you know, compared to USC, I thought I had been retired. [laughs] I think I had two courses each semester, but I was also responsible to some degree for graduate placement. There was a placement office but they wanted a liaison officer, so I was liaison officer. That was not a demanding responsibility. I don't think it was very successful, because that's not how you hire people. So teaching was light and I had this other responsibility, and at Berkeley when you didn't have other responsibilities, maybe you taught three courses one semester and two the next, and that was certainly very different.

Swank's Leadership of the School, 1960s

McCreery: Yes. I wonder about your further impressions of Mr. Swank as dean in those early years and what kind of managerial style he may have had.

Harlan: Yes. Ray Swank grew on me slowly because he was somewhat remote, at least I thought so. He was certainly collegial and the faculty was strong. Of course the Berkeley faculty, as you know, is strong and you don't take on the Berkeley faculty unless you want to commit suicide. He knew that instinctively. So, you know, there were faculty meetings at which the faculty actually had input--sometimes could reverse things. He was amenable to that.

Now his charge, I think, when he came here was to get the school out of a kind of provincial rut. He was very much wanted by the university administration. They'd tried to get him once before from Stanford and couldn't, so when he came, they were very pleased to get him because they knew they had a person of national and international reputation. He'd been very active in ALA international relations programs and he was a successful library director at Stanford--certainly was known. He was just what they thought we needed, someone here who hasn't been here before who had a reputation who might have some, you know, interesting new ideas.

Also, I think when he came he already had been told he really had to get the curriculum to a point where it was leading and not following--at the cutting edge--which was not the case, I think, when he came. At that time the cutting edge was still not terribly sharp. I mean, there wasn't that much to change, really. I remember because we were growing, we did have quite a few adjunct teachers, and these people brought strength of experience to the curriculum. I remember one of our innovative courses was called special libraries, and it was taught by an adjunct professor who was the director of maybe IBM or something like that--the library. This was the cutting edge, you know, that we had a course in special libraries. That was about it.

But Ray wanted to do more and he was really expected to do more, and the more was to get the school involved in information science and computer applications, which were already emerging. He was interested in that, and that meant hiring a different kind of faculty.

If I can go back a minute, when he was appointed here, there was opposition to him from some of the faculty because these faculty members had friends at Stanford on the library staff who said that he had been an absentee library director. They thought that was perhaps indicative of what would be the case in the school. As I look back upon that criticism, I think it's probably unfair because he was very active in international and national relations. That's how you get a reputation, and he had one. It's true he was absent, but he had found good staff to support him, so when he was not there the library functioned. I think that the administration at Stanford was quite satisfied with him.

So when he came [to Berkeley] there was this residual concern and also because he was new--I mean, the faculty had been here for a long time, this small, cohesive faculty. There was some resentment, I would think, on that ground. Some of the older faculty--entrenched faculty--for whatever reasons, gave him a hard time in ways that only faculty can do. [laughs]

McCreery: Are you thinking of a particular example?

Harlan: Well, [laughs] oh, I don't know. He might say, "Okay, we're going to have a reception for the students," and he would set the date. Then someone would say, "Well, you didn't ask me and I can't come, and that's not fair." That sort of thing. It's pretty low-level stuff. And you know, that was amazing to me after Martha. My goodness. You know, if she said, "We'll have a faculty meeting at 2:00 a.m. on Sunday," we would have been there--without question. So that was interesting.

McCreery: But this was Berkeley and therefore different.

Harlan: This was Berkeley. Right. There was that kind of initial concern, if not resentment, from the old faculty. Then as we moved into the Brave New World of computer science and information science, we hired new faculty, and we hired new people because we were growing. I think some of the old faculty felt more and more threatened and unappreciated, and there was kind of a constant undercurrent of resentment and concern.

So Ray was at the helm. He was a benign dean, I thought, effective but benign. I always thought he was a compassionate person, and a caring person, and of course that impressed me no end. And he was. I just thought from the beginning that he was doing a very good job, so I couldn't quite figure out why

some of the old faculty had these feelings that they had. But from their standpoint I can appreciate that they might.

McCreery: So, as at Stanford, he also I believe was something of an absent leader while here.

Harlan: Yes.

McCreery: It's been said that he spent a great deal of time away from the school, and I wonder what effect you think that had.

Harlan: I'm not aware that he spent a great deal of time away from the school. He was here for faculty meetings--you know, a couple of occasions when he wasn't. I just wasn't aware of the fact--maybe it was a fact--that he wasn't here very much.

McCreery: Yes, I hope I'm not misstating that. This is based on the accounts of several other people.

Harlan: Yes. I know, yes.

McCreery: Certainly that's been mentioned any number of times.

Harlan: Yes, but you know, the Berkeley style--you know, a successful dean is whirling. He's all over the place. He's supposed to be. Ray Swank was trying to do that, to some degree. I mean, I think, relatively speaking, he was here pretty much, compared to some deans.

McCreery: Yes, we can certainly look at all the deans who have led this school and say some of them didn't have the stature and the visibility, and that the school may have suffered from that.

Harlan: Well, actually I think of all the deans and acting deans that I have known, he is the only one who, when he came, had an international reputation, and that's what Berkeley is supposed to be about.

Brave New World: Institute of Library Research

Harlan: So the first couple of years the curriculum was pretty stable, and then we began to hire people in the Brave New World. One of them was [M. E.] Bill Maron. He was one of the first appointments. Ray thought this was really a breakthrough appointment because Bill Maron had a Ph.D. in philosophy, I think, from UCLA and had been working, I think, for the Rand

Corporation--had a lot of experience. He was hired as a full professor, which suggests that the administration thought he was unusual, too. Then we hired support for him, and then the library research institute was established.

McCreery: Yes, this is a good time to bring that in because I know that actually started in the fall of '63, the first year that you were here and Ray Swank was in his permanent role as dean.

Harlan: Yes, and initially Maron's appointment was half-time faculty, and half-time director of the institute. The institute was--I forget where it was, but it was on campus, and it grew as the program developed. It had campus support.

I think that the next big appointment was probably Ralph Shoffner, who was an engineer by training. He was really sort of the deputy director. He really was running the institute. From the beginning I think there was a problem, in that an institute on this campus is supposed to be a research institute. It's supposed to do research, not produce hardware or software--that sort of thing. This was not ever really effected, in my opinion, with the institute. They produced some catalogs using new techniques. They made some other breakthroughs, but very little of what you would call Berkeley-level research came out of it.

I think Ray Swank realized this at some point and it was a source of frustration for him. He couldn't seem to get it going. From the beginning there was friction between these new people and the old faculty, in part exacerbated by the fact that Maron came in as a full professor. Shoffner was a disaster from a personnel standpoint. He just rubbed everyone the wrong way--he was a brash, abrasive engineer, and that just caused problems that probably weren't necessary. Swank was quite indulgent of him, which surprised some people.

So I think the institute had problems from the beginning and never had the backing of the majority of the faculty--never really became a research institute. Maron became so frustrated that he finally resigned from the institute and became full-time faculty, which also caused talk. I think then we appointed another junior professor to be half time and he resigned from the institute, so something obviously wasn't working.

McCreery: Do you recall whether it was clear to the rest of the faculty at that time what the mandate was of the Institute of Library Research and what specifically it was designed to become?

Harlan: Well, yes. I mean, you can look at the library school catalog, it's there. It's said to do research. It was to do research that enabled the application of new techniques in information science to solve library problems. I suppose you could say, "Well, if I can produce a catalog using a new technique, that's solving library problems," but there was never really much-- nothing really obvious came out that this institute that was producing a new technique or new method or new program that was solving library problems. It just didn't work that way.

So eventually it began to run out of money and it fell under the jurisdiction of the whole systemwide [administration], not just Berkeley, and just sort of fizzled out, finally.

McCreery: Now I know UCLA had some involvement with it, too. Do you know much about how that worked?

Harlan: No, I don't. Perhaps that could have come under the aegis of systemwide. I don't know. I don't remember.

McCreery: The very fact that there was an engineer who was kind of in the number two position certainly highlighted the fact that this was a "Brave New World" and a new area that they were reaching out to. To what extent do you think was it a problem of the traditional faculty and the institute faculty understanding one another's work?

Harlan: Well, yes. The institute faculty was reinventing the wheel. You know, they thought we didn't know anything and they didn't take advantage of what had been done, so they were spinning their wheels to some degree. They were reinventing the wheel. They didn't listen at all, nor were they interested. Some of the old faculty--I shouldn't say old faculty--some of the other faculty were more interested and involved than others. But there was never a coming together of the two or three or four elements to produce something new. This didn't happen.

As I said, there were some personality problems that were really difficult. I just think Ray Swank got more and more frustrated. I think the opinion of some would be that in that respect he was a failed dean because this program just didn't work, and that was his major responsibility and his major thrust. But in that limited respect, it probably is true that the program just didn't work. It fizzled. But you know, otherwise he was a good dean, I thought.

McCreery: So in your opinion, his whole deanship--?

Harlan: It was okay. Yes. During his deanship, as I said, there was a lot of money, particularly federal money, Title II-B money, so we suddenly had ample funds for doctoral fellowships. We suddenly therefore had a lot of doctoral students, which made a big difference, too. Having doctoral students meant that you had people who had experience, or had research interests, who could perhaps become T.A.'s. I think it was hoped at one point that these would be natural people to work at the institute. But they had Title II-B money and you can't have two jobs, so in that sense, probably they might have been more involved if there hadn't been Title II-B money. So the doctoral program really took off.

Working with Students; The Sixties and Free Speech

McCreery: At what point did you become involved in mentoring doctoral students and so on?

Harlan: Oh, I think by '65, maybe, there were some students who were getting on in the doctoral program.

McCreery: Would this have been mainly in history of the book and that area, or where did your mentorship lead you?

Harlan: Yes, if I were to review all of the doctoral committees I was on, I would say that most of them were in some aspect of historical studies, but not all. I would like to talk about that, but I think I probably should review that before.

McCreery: Yes, okay. We'll talk a little bit more today, then, about the master's students. You said you found them comparable to those you had seen at USC?

Harlan: In the sense that they were a mix and a lot of them had had experience. I think academically they had better credentials.

McCreery: Better qualified, yes. Were most of them planning traditional library careers?

Harlan: Yes. And my experience at USC and at Berkeley--and I also taught a course at Michigan in my last year there--was that for many of these students, this was a second career. These were not people fresh out of college, bright-eyed and bushy-tailed. These were people who for whatever reasons had decided on a second or different career and found this possibility attractive, or at least acceptable. So there was a lot of

experience there--you know, good and bad, I suppose. There was a level of maturity which you wouldn't find, I think, in bright-eyed new master's students straight from college in some other fields. The experience really, you know, could be quite formidable: people with business backgrounds, teachers, people who had been free souls--we had some bohemians--quite a mix. I would think that the vast majority of them thought they would become librarians, in one kind of field or another.

In the early sixties, even until the late sixties, it was a period where libraries were growing, particularly public libraries, so they all found jobs. I don't know what's happened to all of them, whether they stuck with it or not. I think they probably did.

McCreery: What about the mix of men and women students in the sixties?

Harlan: At USC and at Berkeley the majority were women. In some classes they would be a high majority.

McCreery: How did you like teaching here?

Harlan: Well, you know, I enjoyed it very much. It's a great library, a great university, resources, good colleagues, interesting students. I enjoyed teaching my courses.

McCreery: Any surprises in terms of your experience here? Again, I'm thinking of the 1960s.

Harlan: Well, I think perhaps the Berkeley students were more independent. The students at USC were not demanding and did not challenge you--were complacent in not a bad sense of that word, but they were complacent. That had been my experience of Michigan, too. At Berkeley I thought the students were a little feisty, and that was good, I thought. Of course, when we moved into "the troubles," it became a very different world.

McCreery: But this of course was a little bit before that.

Harlan: Yes, yes.

McCreery: Thinking again about students and what they were thinking and doing, I wonder about the effects of larger events of that time. You arrived in 1963 and that very fall President Kennedy was assassinated, and then a whole chain of interesting events on the national American scene. Were students quite involved?

Harlan: Oh, I'm not sure that I could generalize based upon much knowledge. You know, I think the tradition is that Berkeley

students are more aware and more involved than many students, and that probably was true. I think the Kennedy assassination was received here as it was everywhere else. It just numbed people for quite a while, and then we had Johnson's Great Society program. I do remember that at some point in that Great Society program, there was a push to register blacks in the South. I think that was about that same time--trying to get more blacks registered to vote. Some of our students went on trips down there, which was very dangerous. I was really impressed with the fact that they were willing to do that. People were killed, as you remember.

I think the first event that, as you know, really fired up general student interest was the Free Speech Movement. Yes. Then we had the Vietnam War.

McCreery: Well, I wonder if you would tell me a little bit about the Free Speech Movement as you experienced it and remember it in the fall of '64?

Harlan: Well, the most obvious thing about it was how visible it was. All of a sudden, you had riots, you had police, you had mobs of students and nonstudents. I remember, you know, the worst of it, when many nonstudents were involved, really troublemakers, whom I resented, because I thought their motives were not those of the movement at all. I remember that some of the faculty would go over and guard the card catalog because people were just throwing out the cards. So we would go over and man the card catalogs, place our bodies between these people and the card catalogs.

There was a lot of trashing. I remember one evening walking by Dwinelle Hall and there was a fire truck, and there was a fire inside. I could see the flames. I thought this was just absolutely--this was revolution. What I always, as I say, resented was the fact that there were these elements that were just troublemakers.

Of course, then we had Ronald Reagan's response to this, with the Alameda County sheriff, I think, coming in with uniforms and headgear. There was tear gas, and at one point there were helicopters above us, and we were being tear-gassed. I remember one faculty meeting in the Men's Faculty Club was dismissed because of tear gas, and someone said, "Well, this is one good thing about it." [laughs]

McCreery: No more meetings. [laughs]

Harlan: I think someone said, "Who arranged this?"

McCreery: Yes, and you had to actually leave that building and return to--

Harlan: Well, we had to leave campus, really, because there was tear-gassing at one point.

McCreery: And you were tear-gassed, as well?

Harlan: Oh, yes.

McCreery: What was that like?

Harlan: Well, it was interesting. I remember at one faculty meeting, senate faculty meeting, which was called because of this situation, and Thomas F. Parkinson, professor of English, got up and made an impassioned speech in which he said, "For the first time in the history of this country, we have been subject to aerial bombardment." Which was true.

I remember a lot of people, including some students, were rounded up and taken off to that Santa Rita [jail] and not treated well at all. It was really an ugly time. You got the sense that you were on the verge.

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McCreery: After a little discussion off tape, we thought we would go ahead and finish up our conversation about the Free Speech Movement. You were saying right after the tape ran out that there was a protest march down Telegraph Avenue with some interesting consequences. Tell me a little bit about what you remember.

Harlan: Well, there were several protest meetings and marches and you know, the Alameda County sheriffs were on campus with billy clubs and masks and that sort of thing. Did I mention on the other tape about the gassing?

McCreery: Yes, you did.

Harlan: Okay, and you know that certainly did not help matters any. There was one big protest through Berkeley which ended up on Telegraph Avenue, and as it was marching down Telegraph Avenue there were people on the roofs--spectators--and someone decided to take a shot at one of the spectators and he was killed. Now, whether it was the police or just some agitator, I don't know, but it was at that level. Buildings were being trashed and there were fires being started, and this was a revolution.

McCreery: You were saying a lot of the non-Berkeley students who were around and agitating and taking action were high school students?

Harlan: There was that element. Yes, they would get out of high school and they were--or maybe the high school would say, "Go play at the campus. Go away," and they came out and they had a ball, trash the buildings, ran around causing trouble. It didn't help matters any at all, and it just was not a very pleasant time.

Later, during the Vietnam War, following the invasion into Cambodia and Laos in 1971 and 1972, our students set up an information center in this building. It served as a clearinghouse for the several ad-hoc student organizations and activities on the campus. It was quite effective, I think.

Back to the Free Speech Movement, there were meetings where the students would--I remember some of the students would challenge the faculty to become more involved. It wasn't clear to me what we could do, but I remember one meeting where the faculty and most of the students were there and some of the faculty spoke, and Perry Danton gave a "we must persevere" approach: you know, "This will pass, and we mustn't upset the goals of the university," which of course did not go over well at all, although he had a point. Pat [Patrick G. Wilson] gave some comments, which the students liked.

Then Ray Swank got up and gave an impassioned speech and reminded us that he had two sons in Vietnam and why didn't we care about that? There was no response. It's true that during the Free Speech Movement, the whole Vietnamese debacle was eclipsed for a period. It was not until the Free Speech Movement was resolved that then students and the faculty--more of each, actually--became involved in protest against the Vietnam War.

McCreery: Yes, I wonder how did the Free Speech Movement and all this activity affect your teaching?

Harlan: Well, you know, it didn't change the content of the courses and I think, on the whole, the students decided that, "Protest, by all means," but they were really here to get a degree.

McCreery: So they continued to attend classes for the most part.

Harlan: Yes.

McCreery: So it was not disruptive, though, in the sense of carrying out the school's mission?

Harlan: Not in this school, no. I know there were cases where some group of people, whether they were students or not, would liberate classrooms--just invade the classrooms and take over and in effect just bring classes to a halt. I don't know, there must have been one semester where it was difficult to give people grades, I would think.

McCreery: Yes. You mentioned returning to your office in the main library building one day--

Harlan: No the office was here--it was upstairs in the front, yes.

McCreery: It was here in South Hall?

Harlan: In the front, yes. This was during the Cambodian crisis. I came in one day and I found a bullet hole in my window, and I couldn't find a bullet, [laughs] so I don't know what was going on. It was very stressful time.

I think the library was primarily concerned with protecting the collection and building. There wasn't much in the way of any programs. It may have had some sort of an exhibit that showed this sort of thing. I remember that Jim [James D.] Hart was then the director of the Bancroft [starting in January 1970] and he was having, you know, demonstrations in the Bancroft over his dead body. But he did send out people to collect all of this material on campus, all these pamphlets and everything. He made a concerted effort to provide an archive, a Social Protest Collection, and it's there--it's quite complete, you know. So I thought that was constructive, too.

McCreery: Did you have any strong personal view of the position that the administration was taking on the Free Speech Movement--you know, trying to ban political activity?

Harlan: Well, I thought that it was very ineptly handled, and it probably needn't have happened. It's just a case of some second-level administrator becoming annoyed with Mario Savio and almost unilaterally saying, "Well, you cannot appear on this campus any more, so there." It didn't work, of course, and it got the whole thing going.

I think the faculty was initially rather confused about-- "What's going on here," and responded various ways. Some were very supportive, some were opposed. I think this was when

Chancellor Strong was trying to bring things under control and it was too late. Didn't he resign?

McCreery: The following year, 1965, was the end of his chancellorship.

Harlan: Yes. I think probably certainly it embittered him. It was a bad ending to what had been a good career. But I just think the administration didn't know what to do. Why would they know? They didn't have any experience like this before.

I remember on television watching a confrontation between Ronald Reagan and some of the faculty here--a group of them, including some Nobel laureates. There was Ronald Reagan and there they were, and they were behaving almost hysterically. They were all talking at the same time, you know, and it made Reagan look good. I thought, "Well, that's not what they had in mind." [laughs] So there was perhaps a certain arrogance on both sides.

Well, now we have the Free Speech Café.

McCreery: Yes, just recently opened.

Harlan: Just recently opened. I've seen it and of course it's interesting. It's nice to have a café there. It's got these pictures on the walls--the big photographic blow-ups--and I've asked some librarians who are in the same building [Moffitt Library], "How much interest is there in the people using this café in what this means and what the murals mean?" They said, "Very little. It's just a café."¹

Faculty Colleagues at the Library School

[Interview 2: July 28, 2000] ##

McCreery: When we met last time, we got far enough to talk a fair amount about the 1960s, when you arrived here at the library school, and we wanted to talk today a little bit more about your faculty colleagues around that time. I wonder, would you like to start with anyone in particular?

¹In the preceding discussion, the Free Speech Movement (1964-1965) and later Vietnam War-era events tend to be conflated.

Harlan: Well, I thought I would discuss them in the order in which they arrived here. When I came, the great triumvirate of Mitchell, Sisler, and Coulter had gone. Perry [Danton] was the bridge because he had been here when Miss Coulter was here. He knew her, but otherwise there was a break.

It's interesting that the next--what I call the second string, but not in a football sense--[laughter] consisted of faculty with Ph.D.s, which was new. All those Ph.D.s were from the University of Chicago, which was the major Ph.D.-granting library school for many years and exerted a great influence upon the creation of doctoral work in the field. Perry Danton, LeRoy Merritt, Ed Wight, Raynard Coe Swank, and Lewis Stieg, who came a little later, were all Chicago Ph.D.s. Their dissertations have that particular Chicago slant, which is the social sciences with some emphasis on analytical study. For instance, LeRoy Merritt, when he finally left here, was still teaching courses in content analysis, which reflects that Chicago influence, or problems in reading from the Chicago point of view. Of course that's all gone now.

The next faculty who were hired after the war--I think in the fifties--were Fred Mosher and Ray Held. Fred had a Ph.D. in English and Ray Held had a Ph.D. in history, so there was a break there. Both of them had extensive library experience, as is true of the earlier people I mentioned in the field.

The next wave was me, with a Ph.D. in librarianship from Michigan, and my field was history of the book, which was a first, and Pat Wilson who had a Ph.D. from Berkeley in philosophy. We were all still librarians and we all had library experience. The other faculty who were here when I was included Ethelyn Markley, who had an M.A., and Grete Frugé [Cubie], who was a graduate of the school.¹ Mae [Durham] Roger had her degree, I think, from Albany, New York. These were people who had had considerable experience, but they weren't academics in the Berkeley sense, certainly.

We added more adjunct professors or instructors during the mid-sixties when we were growing so much. These included, again, people without Ph.D.s but with a great deal of experience. For example, Mary Whouley and Portia [Hawley] Griswold and Lois Bewley: people who had experience in reference, bibliography, Lois Bewley in public library

¹ Mrs. Cubie holds a Certificate in Librarianship, which was the school's professional degree at the time she attended.

administration. Their experience and their point of view, I think, enriched the curriculum immeasurably.

Then we began to have the "new look" under Swank, and the first appointment of the new look would be M. E. "Bill" Maron, who had a Ph.D. in philosophy from UCLA, I think, and who would come to us I think from the Rand Corporation. His interest was strictly in the new philosophy which had nothing to do with the classical branches of philosophy.

Now the Maron appointment--he was appointed as a full professor--Swank regarded as pivotal to his attempt to revise the curriculum and to bring us into the Brave New World of computers, databases, and information science. Then, after Maron we had some other appointees who had this point of view--some more successful than others. As the years progressed into the seventies and eighties, it was a mix of outsiders and Berkeley graduates. For example, Mike Cooper was a Berkeley graduate, but he certainly fit into the new look. Ray Larson, who is still on the faculty, was a Berkeley graduate. Then we have people like Yale Braunstein, who has a background in economics with no library experience, but he's very useful. Michael Buckland had a Ph.D. in librarianship from one of the English red-brick universities. He'd had library experience, too, but he was certainly in tune with the new look.

New Curricula for New Times

Harlan: So as the time progressed, there was this inevitable schism between the old faculty and the new faculty, and Swank took it as his charge to somehow bring the two together and produce a new school and a new curriculum. It was not totally successful for a lot of reasons: personality problems, people who at their age did not care to re-tool to the degree you would have to, to do that. Some of the new faculty--I think I mentioned this last time--did not have much feel for the fact that they were supposed to be assisting in the better management of libraries and their problems. It simply did not occur very much. So the schism was there. It was lessened as the old faculty retired and of course the final resolution was to close the school and start the new school--start SIMS [School of Information Management and Systems]. SIMS still has some of the holdovers, but these are people who fit in, like Ray Larson, Yale Braunstein, Nancy Van House. They're compatible with the new look, but there probably--and I'm just guessing--there probably

is still a kind of schism between two rather different points of view. It always was a problem in devising a new curriculum, I think.

McCreery: Now that schism did exist when you first arrived in '63, would you say?

Harlan: No, not the programmatic schism. The schism was a resentment on some people's part with the appointment of Ray Swank. But that was personal. No, I think there was an accord, which I had always found elsewhere, because the curricula of library schools were so consistent from campus to campus, and from decade to decade. It was really a very stable period, some people would say retroactive. In the twenties, the thirties, the forties, the fifties, and into the sixties, you would find the same basic curriculum in any library school in the country. There would be reference, bibliography, cataloging, classification, book selection, administration, and any specialties that existed were in types of libraries. There was some attention from the beginning to the history of books and the history of libraries, but it was rather amateur. It was kind of an appreciation approach. So when I came here, that old, established curriculum existed and I fit right into it because that was my background, too.

This kind of rigid curriculum, again, from library school to library school, required at least one year's post-baccalaureate study with a master's degree as the reward--sometimes two years, but mostly one. Maybe a year and a half. There was very little room for electives. Most of the courses were required, so you had a full year of reference and bibliography, a full year of cat and class [cataloging and classification], a course in book selection, a course in administration and then these specialties like public library administration; university, college, school libraries; special libraries, which really meant a library in a commercial or industrial setting.

The textbooks for these courses were not very good. Again, they were standardized. Cataloging and classification was taught primarily using the ALA [American Library Association] code. Everyone used that. Maybe some attention to Dewey [Decimal System]--the smaller libraries used that. Reference and bibliography--there was no really good textbook. One used a book maybe like Constance Winchell's *Guide to Reference Sources*. In a reference and bibliography course, most of the time was taken with the study of individual titles, and the examination of the student's knowledge of individual titles. I

think I can say correctly that many of the students would have regarded that as rote learning.

McCreery: A lot of memorization.

Harlan: A lot of memorization, and I think there was some resentment of it. When I was in library school I loved it, so that's probably why I ended up teaching it. [laughs] I don't know. I just remember that our master's students were very sharp, and they were good students. They did their work, but they weren't thrilled on the whole with these basic courses. There was very little true innovation in curricula for that long period of time.

McCreery: You're talking about here and elsewhere?

Harlan: Yes, nationwide, from the twenties onward, yes. There were fads; if you look back at what were the hot topics, you'll find these fads. They seem quaint now, but then they were quite startling. So for example, there was a point when audio-visuals were the latest thing. Vertical files--can you imagine getting excited about vertical files? But it was new. Microfilms--the whole advent of microfilms and their impact. Of course microfilms are now again controversial because of the articles by Nicholson Baker in *The New Yorker*. Anyone who has used microfilms knows how hateful they are. I've used them until my eyes blinked, even crossed! But there is the storage problem of the original material. The solution is not entirely happy and it's still obviously controversial. Well, the emergence of microfilms, I remember when I was in school, was a topic of some interest, but microfilms were regarded then as a panacea--you know, cure-all. Just microfilm everything. We're seeing now some of the problems with that.

There was a period when bibliotherapy was the hot topic and that was somewhat controversial. Of course now it would be litigious, I think.

McCreery: What is that, exactly?

Harlan: Well, librarians would work maybe in a hospital or some sort of institution and decide what the best books were for the insane or the marginal. That was a specialization of "Reading guidance for adults and for children" which I have taught. There was an attempt to establish a procedure for determining what people wanted, and then drawing from your vast knowledge you would tell them what they should read. Well, it's still practiced, of course. I mean, that's what public libraries are

about. But it certainly is not called bibliotherapy, nor is it called reading guidance. It's just, you know, "assistance."

McCreery: It does remind me though of the sort of public service mandate that was so strong in some of these periods we're talking about, and the whole idea that you would train the public librarian to find out the needs of its constituents and serve.

The Reference Method and the Reference Faculty

Harlan: Yes. Well, that wasn't until the late sixties or seventies that we began to have textbooks for the teaching of reference, which would include the examination of the reference method: an attempt to determine how you extract from the patron what it is he or she wants. My students would read this material and would conclude, "Well, isn't that obvious?" That's about it. It certainly was not scientific. But it was there and it was an attempt to make the whole field of reference and bibliography more than the memorization of titles. I always encouraged my students if they had the opportunity, the occasion, and the interest to do reviews of reference books for the library journals. I did that for a while. I reviewed for *Library Journal*, *Library Quarterly*, and *American Libraries*, and I found it a very useful discipline. It was very helpful. But again, if I would say to my class, "You should try doing book reviews," or short readers' annotations, there would be an interest and they would say, "Well, where do I learn to do that?" The answer is, well, you know, you learn by practice to do it. We can't teach it.

McCreery: I'm thinking about the fact that Professor Mosher was kind of the head of a group of the reference faculty here. I wonder, how did you communicate with one another and decide what would be taught and how was the whole thing managed?

Harlan: Yes, when Fred was in charge of the reference group, we would meet periodically and we would go through the reference list and consider new titles and consider dropping old titles. He was conscientious about that. He was always up to date. And again, because we had the reference collection next door in the main library as our laboratory, it was a great resource and we were able to keep up on that. Now when I was teaching at USC, the library was not very good, and there was very little money and it was difficult to know really what was the cutting edge. But here it was different.

McCreery: To what extent was the reference faculty here in accord about what should happen and how?

Harlan: Well, I can't recall any knock-down dragouts. I myself could never get terribly exercised about one title versus another because if I thought something was useful and it wasn't on the list, I would mention it anyway to my class. I don't think there was much disharmony in that. I remember that Pat came to a couple of our meetings to begin with although he wasn't teaching reference, and it completely turned him off. He just couldn't see the point of it at all, and I was in some sympathy with him on that.

One of the textbooks--just to give you an idea about this uniformity--for many years was in the area of book selection. It was a book by Helen E. Haines called *Living with Books* and it was a required textbook in, I suppose, every library school that taught book selection. It's interesting to look back at it now because it reflects the concept that all students coming out of library schools should have the same knowledge about a core of books, both fiction and nonfiction. These are not reference books. It was an interesting concept because, you know, many people did not go on to public libraries, and those who did go on to public libraries probably found the book inevitably outdated when it was published. But it was the textbook for many, many years and it provided a broad humanistic approach. It was really appreciation of literature, and it was much endorsed by one kind of public librarian.

McCreery: It sounds ambitious to try to offer that same knowledge to each student.

Harlan: It was ambitious. Yes.

McCreery: What did you think of that?

Harlan: Well, I liked the book, and I appreciated her humanistic approach. I always questioned whether or not all the students should have to have the same awareness of this kind of literature--I just didn't see it. It was a kind of great books course, to some degree, and I thought it was a little late for that. But anyway, that was the textbook until the late seventies. The first edition, I think, was in the thirties. So if you look at the textbooks of the field, for many years there really aren't many, which I suppose is an indication of the nature of the field. I'm not sure about that.

In my opinion, the first monograph that encouraged a critical view of what library students, among others, should be

thinking about regarding information was Pat Wilson's book called *Two Kinds of Power*. Now this was a book written by a person trained in philosophy, and it presented an innovative approach to the nature of knowledge and the organization of knowledge, or at least it presented the information in a controlled way that a philosopher would look at. And it was startling. Many librarians weren't appreciative. They thought, "What is this?" But it did make an impact, and I think it's still used. I think it's still read. Then he wrote some subsequent books in the same nature, but that first one was kind of a milestone, I thought. It influenced the way he constructed the new course called Introduction to Bibliography, and that was certainly an innovation in the curriculum.

McCreery: Yes, we will want to talk about that in more detail because I know there were substantial curriculum changes later on when he was the dean.

Ethelyn Markley and Cataloging Instruction

McCreery: You mentioned a string of colleagues, some of whom were here when you first arrived, and if I could back up for just a moment, we've been talking about reference just now, of course, and I know you never taught cataloging, but you mentioned Ethelyn Markley. I wonder if you could just tell me a little bit more about what kind of person she was?

Harlan: Yes. She was a Southern lady from Oklahoma, but she wasn't the iron butterfly type as Martha Boaz was. She was very gracious and charming and a dedicated teacher. Students really appreciated the fact that she was so dedicated. I think she was an effective teacher, too. I know that after people graduated from the school they would keep in touch with her. She was that kind of person. She must have had a busy time sending out Christmas cards for many years. She certainly was totally competent in her field. With the assistance of Grete, who was I think initially her reviser--Grete eventually taught, also--I always felt that the cataloging and classification courses were in good hands.

Ethelyn was not sympathetic with some of the radical attempts at curriculum change. I think she felt that Pat was taking some areas in the wrong direction, and I think she probably felt a little disabused, even, about that. So that was sad, I thought. Pat, when he first came here, was teaching cataloging and classification. That was his major

responsibility. But eventually he moved to reference, and then he eventually established the new course, Introduction to Bibliography, and certainly was very influential in other innovations in the curriculum.

McCreery: I wonder about Miss Markley's place on the faculty. Is it correct to say that she was the principal woman faculty member in your early days here?

Harlan: Could you tell me what you mean by principal?

McCreery: I guess in terms of being a leading faculty member in the core areas.

Harlan: Oh, I think so, yes. Yes, she was. She was the only woman in one of the core areas and the only ladder-rank faculty and with tenure. Mae Roger was in children's literature and school libraries. That's a little different.

McCreery: I know that some of the faculty meetings would take place at The Faculty Club and so on. What about just the practical things of a woman being allowed there and that sort of thing? Tell me what you remember.

Harlan: Well, by the time I came women could enter The Faculty Club, so that was no problem. Men were allowed into the women's club as well, so that integration had occurred before I came. I don't know whether she felt the usual problems of women on this campus or not. She never complained about them. I'm sure she was aware of them. Yes.

Recalling LeRoy Merritt

McCreery: Okay. Well, thank you. We also mentioned briefly LeRoy Merritt, and of course he was only here until 1966, and had been acting dean for a time before you came. But these first few years that you were here he was associate dean, of course, under Dean Swank. I wonder what you can tell me about his role in that regard.

Harlan: Well, LeRoy Merritt--I think this is fair to say--thought he should have been the new dean. I think he was disappointed in that. I think that is why eventually he went to Oregon because he had a chance there to be the dean or the chairman of the department or school. You know, I don't have a strong feeling about LeRoy. I didn't know him as a person very much. He

wasn't particularly approachable, a little brusque, and probably--well, no, that's not fair. I was going to say probably not an inspired teacher, but I don't know. How many inspiring teachers are there? He was businesslike, and as associate dean he interviewed many applicants. I think he could be a little brusque with them, too, but he was a nice man.

Ray Held; Faculty Meetings and Lunches

Harlan: Could I just mention, since we're talking about faculty, a little more about Ray Held, who was here when I came. He'd been here several years, and he was in the field of reference and bibliography and the history of libraries. There was a long period after LeRoy ceased being associate dean when Ray was associate dean, and he was very good at that. He was very conscientious and a sympathetic and considerate person. He was quite reserved. He was a private person. I knew two things about his private life. One was that he was an avid gardener and the other was that he was an opera buff. His wife Naomi was a music cataloger in the music library on this campus. They went to the opera on dress night, so were formally attired.

But Ray was increasingly out of sympathy with what was going on, on the campus and in the school, during the troubles. He didn't show it, but he was unsympathetic and he just didn't think that's the way you got things done. He wasn't alone in that. He was also unsympathetic with, oh, I would say people concerned with social issues first. For example, I think it's fair to say that he did not approve of the appointment of Fay Blake on the faculty. I think he always regarded hers as an inappropriate appointment, and I recall on one occasion when she was talking about unions he just got up and left the faculty meeting.

So he retired early. He was very successful at the stock market, and he and his wife retired to her family farm in Missouri. His last years were quite pleasant, I think. He died about five years after his retirement. His two monographs on the rise of the public library in California are definitive.

Just to go back again. We were talking about faculty getting together. We did have faculty meetings in the men's club. We'd have luncheon faculty meetings and that was usually every other week, or every third week. On the alternate days,

some of us would meet informally in The Faculty Club for lunch. I thought that was useful and a good idea, but I did notice that when things got stressful that this dwindled down until it just ceased, finally. These are more the stresses of programmatic changes than personality problems. I don't mean to indicate there were serious problems. That leaves Donald Coney whom we'll talk about later, but who was on the faculty.

Donald Coney and the University Library

McCreery: You just brought up the name of Donald Coney, who of course had been university librarian here since 1945 and continued until 1968. But you were mentioning that he was also on the library school faculty. Do you know much about the nature of that?

Harlan: Well, he was a member of the faculty. He was a voting member, so he had influence and he exerted it. He came to meetings and he participated. There was some resentment among the faculty about his presence. It was kind of an ad hoc arrangement, but he did have voting rights.

McCreery: Did he have teaching duties also?

Harlan: I think occasionally he would teach a seminar in university library administration. But generally, no. But he was there.

McCreery: What was his style in these public forums?

Harlan: Arch. Cold. A sense of humor that was a little double-edged. One was wary in his presence about saying too much about anything which, you know, makes a difference.

He admired Ray Swank. I think he was instrumental in getting Ray appointed to the school. Ray deeply admired him and I always thought, well, that's something, you know. Maybe I don't understand Coney, because I certainly admired Ray. Ray would say that when he was at Stanford and Coney was here, he would look forward to the ALA meetings which might be in the eastern United States in the days when you took the train. So they would be together on the train for three or four days, and he said he really enjoyed that. I thought, "Well, that's a Donald Coney I don't know." [laughs]

As a library administrator Donald Coney was hierarchical, very much so. He was not particularly approachable, but that was the style then. You know, that's not out of tune at all

with what was going on. He was an effective library administrator--that is, he ran a tight ship. Things got done. I didn't have a sense of any real problems in what was becoming a more and more complex institution. I did notice when I first came here that people who were on the library staff--both librarians and nonlibrarians--stayed; they didn't move on. Stayed forever. I thought, well, in part that's because they're in Berkeley, but it's also I think some indication that their jobs at least were tolerable.

I think he took a cautious view of librarians as scholars. I think he was not sure that was relevant. I'm not sure he wanted it, and I can't think of very many of the library staff who were encouraged to do scholarship. There was just no reward for it, which is certainly different from the way it is now.

McCreery: Not academic enough?

Harlan: I just think he felt that wasn't what librarians were supposed to be doing. A little bit of that I thought perhaps carried over into his view of library schools. He may have wondered in a sense what were they doing on a major university campus? He wasn't alone in that view.

McCreery: Well, that leads me to ask, what were relations like between the main library and the library school during his tenure as administrator there?

Harlan: I can't think of any friction between the faculty and the staff. I think there was always some annoyance with students because they were often at the reference desk. They were using the reference desk in a different way than other patrons were. They were using it to become acquainted with these reference sources, and it probably was a drain in a sense upon the staff's time and resources. On the whole, though, they were okay with the students. I have to confess that occasionally I would become annoyed with the way they treated patrons, some of them, and might even suggest informally to some of our students that they should go observe the way the reference librarians conducted their reference interview to see how not to do it. Was that mischievous of me? I don't know. [laughs] Some of them were pretty bad. They were knowledgeable, but they were just pretty bad, particularly with undergraduates.

Of course one of the reasons we had the whole undergraduate library movement, including the Moffitt Library, was because it finally dawned upon people that undergraduates do have different needs and have to be treated differently from faculty

and graduate students. So in a sense, perhaps, that was the only successful resolution to the problem.

McCreery: You mentioned that Mr. Coney may have found library schools suspect, at least on the university campus. Can you elaborate on how that might have played itself out?

Harlan: Well, I don't have any hard facts about this. It's just my feeling that he wasn't very sympathetic with the whole idea of the library school on a campus like this one, although he did teach for us occasionally. I think in the past he had taught at Michigan part time.

Establishing the Rare Books Collection

Harlan: One of the causes of friction between Coney and some of the faculty, particularly Fred, was Coney's indifference if not hostility to rare books. Did Fred mention that?

McCreery: Not quite in those terms.

Harlan: Yes. Well, we can talk about that now, or we can wait until we get to--are we talking about the library now? I guess we are.

McCreery: Yes, well, we can go ahead if you you're willing.

Harlan: Yes, let's do that. When I came to Berkeley, there was a rare books department. It was quite small and it had only been recently established by Coney, but the legend is that in his previous position--he'd been the library director at the University of Texas--he must have had to deal with some harridan rare books librarian there who gave him a hard time. I'm sure there were other reasons, as well, but he really did not want a strong rare books department. Before it was established, there was something called the cage, where books with certain obvious monetary values, or if they were morally suspect, would be placed. Someone on the staff had the key, but that was about the nature of the rare books department.

So it was finally established, I think, under a man named Ken Carpenter, who had been on the staff and apparently had Coney's ear and finally convinced him that there really should be something called the rare books department. Carpenter's successor was Leslie Shaw Clarke and she was engaged in a constant battle to protect the rare books department and even try to augment it. I think she was more successful at

protecting it than augmenting it. But at least there was a rare books department, which meant that all of these books that were different from other books could be paged and observed in a reading room. You know, one of the responsibilities is custodial. She was also, I think, successful in transferring books from the main stacks to the rare books department as much as she could.

When I started teaching courses in history of the book and in descriptive bibliography, which didn't happen for a couple of years, the first thing I found was that there were all of these books in the stacks that shouldn't have been in the stacks. These were rare books! I could tell my students, "Go in the stacks and find an eighteenth century book," and they could. You know, to examine and so on. If a book was all there--it was often the case it wasn't, particularly if it was a book with plates--I would arrange to have these books transferred to the rare books department--later The Bancroft Library. Over the years, I myself transferred many books from the stacks to rare books which had no business being in the stacks.

Now part of that reason was historical--and this was true, I also observed this at Michigan--that with a library with a long history, at the beginning, books were acquired which to us are obviously rare and wouldn't have been to them, or were to them, and they didn't know quite what to do with them. So one of the ways you controlled this was to stamp the rare books, particularly the plates. Perforated stamps--just wham! "University of California." So I would find, say, a book of exquisite eighteenth-century French plates and every plate would bear a stamp, "University of California." That inhibited people with knives and razors from removing the plates because they couldn't really sell them with those stamps there. But it's a pretty traumatic way to do it. So over the years I must have requested the transfer of hundreds of books.

McCreery: This was just as you came upon them, you arranged for them to be transferred?

Harlan: As I came upon them, or I would send one of my assistants, saying, "Go look at this classification, and see what you find," and I was amazed at what I found. Unfortunately in many cases it was too late. They had been defaced or the plates had been removed, and many of them had been stolen because at that time there wasn't that much security.

This was not Coney's fault. It was the nature of the library itself. But he wasn't particularly interested in accelerating the transfer of these books to a more secure position, and I must say I resented that in him. When Jacob Blanck, the eminent bibliographer and compiler of *Bibliography of American Literature*, was on campus to deliver the Howell-Zeitlin lecture, he spent one afternoon in the stacks raiding the shelves of books of American literature. He said he assembled a book truck of material to transfer to rare books in that brief period of time, and could have found much more if he had been here longer.

I think Coney worked effectively with the campus administration. I remember that not too long after I'd come here, there was a big celebration to mark, I think it was the accession of the three millionth book (1965). Just recently we had the celebration for the nine millionth book. Now that's pretty good for thirty-five years and it indicates that any library administrator now has a weighty problem much more than someone like Coney had when he first came.

James D. Hart and The Bancroft Library

Harlan: It was decided to combine rare books with the Bancroft. This was under Jim Hart, who had been appointed as Bancroft librarian. That seemed to be a happy solution to the isolation of rare books and the fact that it was a small department with not much clout. Well, the Bancroft under Jim Hart had a lot of clout, so it was thought, well, that will help rare books.

He was certainly himself sympathetic to rare books. He was a printer and a collector and he knew what they were and he was appreciative of them.

So when that union took place it seemed to be good. I think Leslie had some problems with the union--the union of the two collections, not the [labor] union; [laughs] that came later--because the Bancroft collection does contain rare books, but it mostly contains books with subject specialization. The way books are treated in the reading room doesn't provide the control that a rare books department should have, and I think Leslie worried about that. She and Hart had strong personalities and that was also important.

But she was very good, and she really saved the rare books department. Through her hard work, she really was able to

incorporate it into the Bancroft under the best possible circumstances. Unfortunately she died of cancer, probably when she was in her sixties. It was a real loss. Then Tony [Anthony] Bliss was appointed and he's been there ever since. He and Hart got along and that helped, too.

So now at the Bancroft we still have that problem of really two unlike collections together, rare books and a subject collection. They kind of exacerbated what problems there are, and I don't know what the solution is. There was talk at one point of providing in the existing Bancroft quarters a reading room for rare books. Now this is the arrangement in most university libraries. There's not only a rare books department, but there's a rare books reading room and it is rigorously controlled. Now if you go to the Bancroft, there is a desk when you go in. You have to register, you have to get a card, but it's not the same. I have observed more than once that there's perhaps too much faith in readers. I sense-- sometimes I think they should be frisked before they leave. It's a problem. But anyway, it's in pretty good shape.

McCreery: What about issues of accessibility for research and so on? Do you see any major differences there in how this is set up versus other universities?

Harlan: I don't think that's a problem. No, I think as far as access is concerned, it's as good as in other places. In a sense it's better because it's easier to get through the Byzantine hierarchy and get to the material. But the Bancroft can be very busy. You know, at the end of the semester you can't even get in, sometimes.

And there are all of these undergraduate students, which was another big change, because when I came here an undergraduate would have to make a really strong case for even using the Bancroft, but now they're encouraged to, not by the Bancroft as much as by some of the faculty who want them to use primary source materials, which is a good idea. Of course that has led I think quite favorably to the digital library project where you can call up on your computer screen many rare texts in The Bancroft Library, so that the students don't even use that material. I think that's great. There's no reason why they should have to use primary source materials just because they're primary source materials. There's a story that an undergraduate drifted into the Bancroft. She was taking a course in English literature and she wanted to read George Eliot's *Mill on the Floss*, for example. She insisted she had to have the first edition. Well, she didn't have to have a first edition. She was looking for a reading copy. Well, when

Gladis [Berkeley's online catalog] was first set up, there are many instances of more than one library on the campus owning a copy, and for some reason the Bancroft was listed first. I don't know why, but it was. Well, students in a hurry with this long list, they'll say, "Oh, it's in the Bancroft," so they would go to the Bancroft first.

McCreery: Maybe it was strictly alphabetical.

Harlan: Yes. They fixed that, but you can imagine what kind of problem that was--all these people just trying to get a copy of a book, not necessarily the first edition. So I think the Bancroft staff sometimes feels put upon in that regard.

Hart was a very effective director of the Bancroft. He's probably the best they ever had. The reasons are that he had a sympathy for the whole collection. He knew it [the collection] because he was a scholar and his field was California literature, American literature. He was very active in book circles, well respected on the campus. He was--well, during his tenure as director of the Bancroft--was deferred to, and that hasn't always been the case.

McCreery: So he had a clout of his own separate from the main library.

Harlan: He had a clout of his own, that's right. Oh, yes. Oh, yes, no one would ever take on Jim Hart easily, or readily, I should say.

He was also very good at raising money. He had a lot of contacts and he particularly had contacts among his generation of San Francisco's wealthy Jewish philanthropists--the Haases and the Hellers and people like that. These were friends of the family and he could turn to them and say, well, how about, you know, \$100,000 for this or that, and they would come through. But unfortunately he's gone and that generation is gone and the new generation is not interested in the same kinds of philanthropy. But for that period, it was a wonderful combination of time and place and personality and the Bancroft was probably at its apogee, I would say.

McCreery: Well, thank you. That's a nice account. To what extent did you send your own students to use the collections there?

Harlan: Ah. Well, when I taught the history of the book and descriptive bibliography, I was using the seminar room, which is a teaching room in the Bancroft. We would set up exhibits of these books for examination. The Bancroft was always quite cooperative in this regard, although I think it must have been

time-consuming on occasion. But they did it. Sometimes I'd get a mild complaint, but they would do it.

I was able, as was Fred, because of the resources at the Bancroft, to mount really exceptional exhibits--exceptional in the sense of the material itself. It's an amazing collection. There's now a special collection in the Bancroft which is made up of artifacts and other materials showing the development of the book and it's called the BART collection. Elizabeth Reynolds may have mentioned that she's done the guide to that.

McCreery: She did, indeed. In fact, just a few days ago, she gave me a tour of it.

Harlan: Oh, did she?

McCreery: Yes, a little cursory look at the different areas where items are stored.

Harlan: Yes, it's an amazing collection. I think it's unique in the focus it has. It ranges from Egyptian hieroglyphic inscriptions, to I think we have an old computer in the collection [laughs] and maybe a typewriter.

Roger Levenson, Printer and Bookman

McCreery: Did you have a role in bringing any of the items in?

Harlan: I donated some, but I wasn't then directly involved in it, no. The person who was the real stimulation for the success of BART was an interesting and delightful man named Roger Levenson. Did Elizabeth [Reynolds] mention him?

McCreery: Yes.

Harlan: Yes. Yes, Roger was a printer. When I came here he was a printer and bookman. He had many interests: he was a railway buff as well. He was very knowledgeable about the craft of printing. Fred and I--I think it was Fred, probably, who first got Roger involved in the history of the book course. Eventually Roger taught the course for us. He was a very, very useful colleague. He was conscientious, he was very generous with his time, and he was a character. The students liked him --most of them liked him.

McCreery: How so?

Harlan: Oh, he was from Maine, and he had this Maine accent and he didn't suffer fools gladly. Occasionally he would just blast forth, and I think on the whole the students thought that was really quite interesting. [laughs]

We set up as an adjunct to the history of the book course a typographical laboratory which was meant to give the students some hands-on experience in aspects of history of printing, in particular. Roger set that up. It was in South Hall, right here, for many years. It consisted of a couple of presses. There was a hand press and there were a couple of job presses and type and all of the accoutrements for hand printing. Roger set that up and he was teaching the lab where sections of his students come in, and each semester they would have a project and they would actually print. But it was not the purpose of that course to teach them how to print, it was just to give them a sense of the problems involved. They were quite enthusiastic about it--they really liked it much more than the lectures that Fred and I gave. [laughs] But we can appreciate that, too. Eventually Roger also had them making paper. We acquired a paper-making machine and some special material--instead of using rags--pre-digested sheets of something or other and they would actually make paper. So they were learning about the elements of the book--you know, the type, printing, and paper, and ink. It really gave them an appreciation and a grasp of what goes into the making of printing that they certainly couldn't have had in a lecture.

Also, for the history of the book courses--and Ray Swank was instrumental in this because there was all that Title II-B money--we were budgeted to make slides which we would show in the classes. We had the permission of the Bancroft to make slides of many of their books and other slides as well, and Roger set up the procedure for making the slides. He even created a container to hold books in such a way that you could make the page you wanted to photograph absolutely flat, which is hard with a lot of rare books--you know, bound books. We ended up with about 3,000 slides. It was a major collection. We supplied copies of most of these slides, by their request, to the school at UCLA and the one at Chicago.

McCreery: Where are they now, I wonder?

Harlan: Well, I don't know where those slides are. Our slides, I think, are in Mary Kay Duggan's office because we didn't want to get rid of them. So they're there, and there was a finding list which I gave to Tony, so if he wants to use them, he can.

As to the press equipment itself, most of the type went to the Bancroft and the Albion press went to the Bancroft. I don't know where the paper-making machine is. Maybe it's in the Bancroft. But Roger was instrumental in really providing an approach to the history of the book that no other library school had, I think. It was really amazing.

McCreery: He and the rest of you created such a marvelous resource for students.

Harlan: Yes, yes, but it's gone. Totally gone. It's vanished. But it was great at the time.

McCreery: I take it Mr. Levenson had his own printing concern?

Harlan: He did. His shop, the Tamalpais Press, was on Bancroft Way across from the athletic field. I think Roger must have had an independent income because, you know, he did printing and design, but I can never figure out that he did enough to make a living. Now his needs were limited, but he still had them and of course when he taught for us we were able to pay him something, but he's also been--and I'm sure Tony would agree with this--he's been very helpful to the Bancroft.

Another example of Roger's impact: there was a great printing firm in Boston called the Merrymount Press. Daniel Berkley Updike was the proprietor and his partner was a man named Bianchi, and Roger had a lot of contacts in the East and he knew either Bianchi, Sr. or Junior, I forget which. For whatever reason, when this Bianchi decided to dispose of some of the Merrymount Press type that he had, he approached Roger, and so this amazing assortment of type and fonts and mats and ornaments from the Merrymount Press came to the library school and they were in our lab for a while. It certainly wasn't everything the Merrymount Press had, but it had some of their house type, the Merrymount house type, and it was a fascinating collection. It was through Roger that we got this.

Now eventually it all went to the Bancroft where it belongs. But how to catalog this collection and similar collections, including John Henry Nash's?

McCreery: That's a particular interest of yours, I know.

Harlan: Yes, and they had never really been cataloged. So one of the first things that Roger did--it's pre-BART, really--was to work on identifying all of this type. This meant going to type specimen books and a variety of sources. You have to have a printer's eye for that. Otherwise most of us would say, "I

can't tell the difference," but he could, and he and, later, with Elizabeth, worked at this for a long time. There is now a very good guide to the Merrymount Press and the John Henry Nash press types and ornaments, mostly the work of Roger in the identification part. The Huntington Library has a big collection of Merrymount Press books, and Roger and Elizabeth were able, with grant support, to spend one summer month working there, so it was a very happy example of two retired people very much unretired.

Roger died when he was about eighty. He died about, I don't know, six years ago [1994], and he's much missed.

McCreery: Yes. Well, it's nice that several colleagues have been able to talk about him a little since he couldn't represent himself here. But he sounds like quite an unusual addition to the mix.

Harlan: He was. One of my regrets--I had no control over it; it was the time and place--was that he wasn't interviewed.

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McCreery: We're continuing our conversation about The Bancroft Library from the last tape and you thought of a couple of other things you wanted to mention.

Harlan: Yes, about Roger. I wanted to mention that he was very helpful in my research. He would read everything I wrote and make very useful contributions. He knew a lot of people in the book world. He knew them, he could work with them, and he knew a lot about the whole history and structure of fine printing in the Bay Area. I found that, of course, an amazing resource.

Rare Books and The Bancroft Library

Harlan: As to the Bancroft, I mentioned how successful I thought Jim Hart's tenure was. Then after a long period when Peter Hanff was the acting director, Charles Faulhaber was appointed director. Peter has been there for a long time at the Bancroft. He's now deputy director. We've been friends for a long time, and I think he has played a very important role in the functioning of the Bancroft, particularly during that difficult period between permanent directors.

Charles Faulhaber is from the Spanish department, and he certainly is sensitive to campus politics and to academics and

that sort of thing. He's not particularly a rare books person. He's not hostile to the rare books aspect of the Bancroft, but he's not particularly, I think, predisposed towards them. I think probably [he thinks]--and many would agree with him--that the rare books component of the Bancroft is a problem. It's different from the Bancroft, just has different needs and different responsibilities. I think a lot of people there wish it would just go away. But it can't go away.

McCreery: Yes. What effect does that view have on the collection, I wonder?

Harlan: Not much because the curators are pretty savvy and pretty willing to fight. But I think there have been occasions where it was a problem. It wouldn't have been a problem with Hart. So, anyway, that's what I wanted to say about the Bancroft.

The Library School's Doctoral Program

McCreery: Okay. Well, thank you. We also mentioned that we might talk a little more today about the doctoral program here in the library school and your experiences working with students on that.

Harlan: Yes. Well, the doctoral program began very feebly. I forget when it was--it was established before I came.

McCreery: Yes, 1954 was when they got the approval.

Harlan: But there were very few, and I think they were DLS, not Ph.D. When I first came, there were some doctoral students, not very many. The program was there but it was not particularly promoted. You know, there were no fellowships or scholarships, really. There wasn't much encouragement. I think the faculty may have felt that they had other more pressing responsibilities than doctoral students. The big change was not only Ray Swank, but the availability of federal money, the Title II-B money, which seemed to us like a sudden gold mine because there was money not only for fellowships, but also for support, for libraries. It was a plush period. This was under [President Lyndon B.] Johnson.

McCreery: What would a student get upon getting a Title II-B fellowship?

Harlan: Well, I don't remember the figures, except at that time it was adequate. It certainly wasn't--perhaps in some cases it

wouldn't even have been adequate if they had a family. But it provided them with a stipend and I think it covered the tuition, which was important when we were trying to get out-of-state students because out-of-state tuition even then was not cheap. So it was an incentive, maybe even an allure, for some people to enter the doctoral program who couldn't really have afforded to do so before. Most of our doctoral students had been people with experience as practicing librarians, and if they left their job and came back they had to continue living. The doctoral program did that. And the very fact that it existed, also, must have encouraged people to think, "Well, if the federal government thinks this is important, it must be."

So rather suddenly, we had a doctoral population, quite visible. Some of them could work, maybe T.A. work, not too much. But they were present. They would attend faculty meetings and they belonged to our committees. They tended to be people who had points of view based upon experience and sometimes on good judgment--not always. That was a factor that was important in the development of the school, I think. Because we had this sudden population of doctoral students, we had to begin teaching more seminars, and to some degree we had even to create some new courses for them, which was all to the good. We tried to have--it's in this catalog you gave me, I just noticed this--we tried to have a course which all doctoral students were supposed to take. It was a kind of an orientation course.

McCreery: You're looking at the school's catalog for the academic year 1964-65.

Harlan: Yes, 251, Methods of Research in Librarianship. Two semesters. "Mr. Harlan, Mr. Held, Mr. Mosher, and Mr. Wight." Harlan, Held, and Mosher felt they were put upon [laughs] because it was supposed to be a methods course for all of our doctoral students and the three of us were all historians and not really feeling comfortable talking about other kinds of methods of research. It was an absolute disaster, the course. I mean, we would meet and just look at each other. It was apparent that you could not have a course in methods of research for all of our doctoral students. They had such different interests. So it was abandoned. Then we moved more sensibly into seminars in specialties so the students could really begin, you know, getting into the tracks that they wanted to get into.

Also, I think one of the hoped-for functions of the library research institute would be to provide a laboratory for some of these students. Now I was talking to Wilson about this and he said, well, as it turns out not many of them were able to work

in the institute because Title II-B fellowships paid more. You didn't even have to work, and that probably made a difference, too.

McCreery: But you couldn't do both?

Harlan: You couldn't do both, really, no. No, although some of them did work in the institute. So we had then this situation of a sudden population of doctoral students with varied interests and we found that you could not treat them as a unit. That meant we had to create new courses, which was to the good; offer seminars, which was to the good; and try to provide the kind of support we should have provided for a doctoral program.

I was looking at a list somewhere of those who finished their dissertations, and they're quite varied, not only in the field and subject, but also methodology from one field to another, as you would find, say, in history or English or political science or sociology or even some of the sciences. It was a mix.

I think, over the years fewer of our doctoral students than had perhaps been hoped for worked with Maron and his field or with William Cooper, who was a later appointment in his field. It did depend on who was here and who was available, but Pat was a very popular doctoral director, and Ray Swank was, and Perry Danton was--well, Perry was historical to some degree and also administration. Pat would do things in his philosophy field which was quite innovative. Ray Swank was deferred to because he was a very nice person, [laughs] in part--very supportive, and he knew a lot about university library administration. The history of the book field, Fred and I had our share of doctoral students. Later, Michael Cooper became an active adviser of doctoral students.

I was just counting up those who graduated, looking at their degrees and what field they were in. I think probably the historical was about 25 percent. I think on the whole there were about sixty to sixty-five doctoral graduates, of which about 25 percent were in the history field. This was a source of some discomfort to the newer people, who thought our students shouldn't be doing this. Maybe they shouldn't have, but we were here and they were there, and these people did well. In the history of the book field, I counted up at least five of the dissertations that were published as books subsequently, which is not bad. Others would appear in part in various journals.

McCreery: Well, looking back on it now, what do you make of the fact that not too many students were going into the Brave New area, and so many were focusing on history and other more traditional things?

Harlan: And more traditional things, yes. Well, I said earlier and this is not said prejudicially at all: I just thought Maron was not a good fit for the school. He obviously was a highly competent person with a proven career. This was true of William Cooper, too. William Cooper has been a very productive scholar, but there's never really been a successful match between their interest, their research, and the kind of students who were available here. So I don't know where they belong, or what department they would have been more in harmony with, but I think that was the problem.

McCreery: Did they want to be here in the library school, or do you have any way of knowing that?

Harlan: Well, they were here. They had careers here. You know, I just don't know. I can never figure it out.

McCreery: Okay.

Harlan: In the history field, after SIMS was created, there were two grandfather-claused [doctoral candidates]. One is Megan Benton, and her dissertation was about book clubs, fine printing and elite books in the twenties and thirties. The revised dissertation has been published by Yale University Press, to acclaim. Mary Kay Duggan was her adviser and we're quite pleased. We have one more in the pipeline, Christopher Kox, who is just about finished with what promises to be a very useful dissertation on an eighteenth-century antiquarian scholar and publisher. So I'm quite happy with the way that we're ending up the field, and I'm convinced that if there were still a School of Library and Informational Studies, we would still have students in the historical field. I think there would be students in Pat's areas, too. I don't think there would be students in Maron's and Cooper's. What they do isn't what SIMS does, even. It's just different.

McCreery: What about recruitment of doctoral students? Was there more of an effort in that area as time went on and the program grew?

Harlan: Oh, I think there must have been. In the plush days we didn't have trouble getting applicants. We had trouble getting as many good ones as we wanted, but we didn't have trouble getting them. I think there was advertising. Of course, all the

doctoral library schools had this same Title II-B money, and so there was some competition, I expect, among them.

McCreery: Where did most of the students come from, do you know?

Harlan: Well, I think probably most of them came from California, which was true of the master's program, too. But we tried to get students from out of state and we tried to get students from other countries, which is what Berkeley has always wanted to do and has been good at.

As I looked again at that list of graduates, I was impressed about the representation. I think we had three graduates from sub-Sahara Africa and we had one from Algeria and one from Egypt and we had five from Israel. They really run the library schools in Israel. [laughs] They were interesting people. They were all, as you can imagine, driven, very industrious, very serious students. One of them finished in record time. One graduate was from Turkey.

We had some from Europe. There was one student who came from Norway. His name was Johan Olaisen. He was Pat's student. He wrote a very good dissertation and went back to Scandinavia and I think now he's connected with the information management school in Norway. Some of our students went on to teach in library schools or to be librarians. Two of our graduates were from Venezuela.

McCreery: I wonder, what was the experience of working with and mentoring doctoral students? What was that like for you from a personal standpoint?

Harlan: Could you amplify a little bit what you mean?

McCreery: Sure. I'm just wondering in terms of your own career and development over time, what importance did that have?

Harlan: Well, first of all, to me personally they made very good research assistants, and I used them--you know, they were indispensable to me. They also could do a little bit of teaching. On the whole, their presence was stimulating and I liked what they were doing. I was pleased that--again, in the historical field--they moved out of California topics to other times and places. One of them actually did research overseas based upon this money, Diana Thomas, who did a great dissertation on a company of printers in eighteenth-century Spain, which was published. William Pettis did a dissertation on a seventeenth-century Italian publishing conglomerate, which was published. Albert Moto did a dissertation on the early

history of the University of California Press, which was published by the UC Press. We'll talk about the Press later on, so I'll get back to that. Harry Clark did a dissertation on H. H. Bancroft, his publications, which was published. Other dissertations were published in part in research journals.

McCreery: Did these projects have any effect on your own research interests?

Harlan: Well, there were dissertations on aspects of history of the book and California, yes, sure. But most of them were not connected with that and that was fine with me. But just to have the responsibility of being a dissertation chair puts you into a different world. You find yourself working with an individual on a very different basis than for a master's student, for example.

McCreery: Yes, and over a longer period of time.

Harlan: Sometimes too long. The doctoral program probably saved the school, because there have always been elements on campus, as in the case of Coney, wondering what a library school was doing at a place like Berkeley, in particular. The fact that we were able to produce a rigorous and successful doctoral program, I think, really took some of the suspicion away, because if we hadn't, we would have been in jeopardy. There were other departments on campus that went. There was once a department of home economics, I think, that was closed.

McCreery: Yes. Criminology.

Harlan: Criminology, perhaps for other reasons, but yes. I think that really helped a lot.

Assessing the Curriculum under Swank; Patrick Wilson's Deanship

Harlan: Since we're talking about that, I think that Ray Swank was successful in bringing the school out of a too-conventional pattern--the one I mentioned, you know, reference, cataloging, and bibliography. The institute seemed to be a shot in the arm. It seemed to be a benefit to us, although it really wasn't. It seemed so, anyway. I can't prove this, but I think Pat Wilson's curriculum revisions, particularly on the reference and bibliography, were very important. I think the course that he devised called Introduction to Bibliography

provided a kind of rigor that was not usually present in such courses.

McCreery: It was making the connection between the reference side and the cataloging side, too.

Harlan: Well, more than that. Well, that, too, yes, which was very important. But more than that, it provided a kind of theoretical basis which hadn't existed before. We'd have a master's program that's, oh, I don't know, numbered maybe 100 students starting in the fall. They would all have to take this. There'd be one lecture a week where they all met. Pat would give the lecture, usually. So there was this big meeting of all the students for this lecture, and then we would have section discussions in divisions. Pat's lectures were those of a philosopher.

McCreery: So you were responsible for the practical application?

Harlan: In my section, right, yes, and the extension of what he had said. I recall at one point we were being looked at by some committee and there was this professor sitting in the back of the lecture room. I had seen him around, didn't know who he was, and he was there, listening to the lectures. I thought, "Hmm, this is interesting," and I thought, "Well, I'm glad Pat's giving this lecture because if we were talking about reference titles I don't know how impressed this person would have been." [laughs]

McCreery: Oh, that's interesting.

Harlan: It is interesting.

McCreery: Well, let's talk for a moment, if we can--because I know these curriculum changes grew out of the new administration of Pat Wilson--so let's back up and talk about, first of all, how did you learn that Ray Swank was resigning as dean of this school?

Harlan: Well, he just announced it. I don't think I knew beforehand. It was apparent to me that he was becoming frustrated, and you know, it was an exacting position. I think he just felt that he'd done his duty and it was time that he reduced some of his strains and pressures. So he resigned and we had a search committee. We had people come to be interviewed and nothing was really very satisfactory, the faculty of course always being worried about outsiders. A known devil is better than an unknown devil. [laughs] So there was some movement to find someone from within. The only person from within who either

wanted it or we thought could possibly do it, was Pat. He was willing to do it, so he was appointed as the new dean.

McCreery: Or known devil. [laughs]

Harlan: Not entirely. [laughs] The process of selecting a dean brings other interesting issues. [laughs] When he was appointed here, Ray Swank was appointed permanently as dean. Now that's unusual. It's usually for a five-year period. You're reviewed after every five years. But they wanted Ray so badly that they said, "You can be dean for the rest of your career." But he didn't want to be dean for the rest of his career, so he took a sabbatical and then he settled down and he even taught a section of Pat's course, Introduction to Bibliography, and taught seminars and had doctoral students and was still a very useful member of the faculty.

McCreery: Well, at some point Professor Wilson was put forth as the candidate for new dean and so on and so forth. What did people think of that?

Harlan: Well, there were members of the faculty who did not approve of Pat. I think they were concerned, not because they felt he would go after them, but they were concerned because they didn't agree with him, what he was trying to do. I think some of the faculty was quite enthusiastic, and I presume the majority of them were just sort of "wait and see."

He took over the reins of the deanship at a bad time, you know, when money had run out and we were getting over the troubles. There were a lot of problems, so it wasn't an easy time to be the dean. He knew that, and that's to his credit. I feel that he did a good job under bad circumstances.

I know on one occasion things were so bad on the campus that every unit was told to cut its budget by 10 percent. Pat went off to the administration and said, "We are a small unit. Ten percent is too much, and if you cut us 10 percent, I'll resign." So they didn't cut us 10 percent. I said to him, "I just think you wanted to resign, Pat." [laughs] He smiled. "So serves you right." [laughs] So he was a fighter, and he was pretty good at fighting when he chose to.

He had strong opinions and he was not inclined to be collegial. Ray Swank was very good at being calming and collegial and consulting and that sort of thing; Pat could become annoyed with people when he didn't think that their reasons for opposing him were valid. He could show his annoyance and he would do things sometimes peremptorily. There

were a couple of things he did that were really wrong and caused problems--I won't go into them--but I think probably in retrospect he realizes that.

Serving as Associate Dean of the School, 1971-1974

Harlan: I think when he first started he thought he wouldn't have an associate dean, that he'd run the ship by himself. You know, absolute monarch. [laughs] Well, he decided he needed someone to take on some of the responsibility, so he asked me and I agreed, so began my first stint as associate dean.

McCreery: I notice that was 1971-74.

Harlan: Yes, for Pat and then later with Buckland, yes. So I was associate dean and that wasn't easy in some respects. For one thing, it was when we had this big influx of applicants. It was a time when jobs were in short supply and we were regarded as an alternative career, as mentioned before, and that's fine. You know, a lot of good people had come to us as a second chance and they did very well, with a lot of experience behind them. I don't begrudge that at all. But we suddenly had hundreds of applicants, and the university had its own admission standards which were pretty rigorous. I would say 90 percent of our applicants met those standards, which is very high. I know that USC would take almost anyone who applied, for example. I know that some of the other schools in the Midwest would also do that. But we had this option of only taking very good people. The problem was how to process all of these applications and how to review them in a meaningful way.

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Harlan: I looked at everything initially, trying to get some sort of order out of them. Pat looked at everything. There was a faculty review committee, and they would look at batches of them, but not everything. We would go through a process of gradual elimination, but it was time-consuming. I remember there was one period where I spent every weekend just trying to get through this material, and it was frustrating because I felt that we were probably making mistakes. But what can you do? One year I remember in the master's program we had twenty people with Ph.D.s.

McCreery: Oh, my. Actual students here? Or applicants?

- Harlan: No, students with Ph.D.s. And you know, some of them had had Ph.D.s for a while but for whatever reason they'd had to find another nonteaching academic career. So there were twenty Ph.D.s in our master's program.
- McCreery: Now were these in the social sciences and humanities, mainly?
- Harlan: Yes. Primarily, yes. And I thought, "Uh-oh, this is trouble," but actually they were good students. They weren't trouble; they were actually a stimulus. So there was this period when we had many applications, very good applications. We had very good students and it was also a period where there were not very many jobs. It was sort of like the Depression as I understand it--you know, Ph.D.s working in stacks in the libraries sort of thing.
- McCreery: Yes, things dried up rather suddenly across many fields.
- Harlan: They did. Yes, they did and that was a problem for a while. But students still came. I think they just felt that, "Well, you know, I've got to do something and this is interesting and I'll try it." I know we couldn't follow up on all of these people--we perhaps should have tried, but we couldn't. I don't know what happened to them subsequently. I think perhaps some of them probably went back to their original field. But they had an M.A. behind them, which probably helped, and that made them a little more aware in certain fields, anyway. We didn't require all applicants to have an interview. That would have been impossible. UCLA did, for example.
- McCreery: I note that foreign language requirements for students ended in 1971.
- Harlan: Yes. Yes, that wasn't a requirement. But even though we didn't require interviews, many applicants wanted to be interviewed. I was doing the interviewing, so there would be days that I had nothing but interviews. You know, these people would come in for fifteen-minute interviews. There was usually a line. This was just impossible. They knew that their chances were remote. I would talk with them and I could just see in their eyes, they were sizing me up and saying "Oh, I haven't got a chance," or, "Oh, this is hopeless," or, "He's not sympathetic," and that sort of thing. It was really quite draining, and I was glad when that aspect of it was over.

McCreery: Now I take it that was one of your principal duties as associate dean. Were there other things involved with students, in particular, aside from admissions?

Harlan: Yes. The chief graduate adviser was the associate dean, so that was a responsibility, too--which meant I was on the curriculum committee, worrying about getting students advisers and that sort of thing. There were other responsibilities, too, mostly with the master's program, less with the doctoral program, and there was a sense of large crowds. [laughs]

McCreery: Overall, how did you like being associate dean?

Harlan: Looking back on it, I wouldn't--well, I would have done it I suppose if Pat had asked me, but I would have been less willing to do it for as long as I did. It was very draining and frustrating, and at the end of it you don't have much to show for it. Particularly, you know, it's harder to do research.

McCreery: Yes, your own research suffers.

Harlan: There weren't many rewards in academe for being an associate dean in a small school.

McCreery: Were you and Professor Wilson able to work in accord pretty much during this period?

Harlan: Yes, I think so. We had some disagreements, but I think so. But certainly it was in large part because I realized that he was the dean and I was the associate dean. There were some abrasive faculty meetings. It was a bad time for a lot of reasons, and Pat wasn't very good at calming the waters. I felt there were even a couple of cases where people were involved in vendettas, which is very unfortunate. It's so draining.

Pat was certainly hardworking, and he certainly had the school's goodwill at heart. He understood campus politics and that was very useful, and he certainly had influence on the curriculum.

McCreery: Yes, we touched on that. Do you have anything that you wish to add about the curriculum?

Harlan: No, except that, you know, that introduction course. But also we reviewed the whole curriculum. There was a curriculum committee--review committees all during this period which were open to students, and they would come.

McCreery: That was new, wasn't it, having the students involved in that?

Harlan: Yes, it was. [tape interruption]

The School's Move to South Hall, 1970

McCreery: Okay, we just turned off the tape for a moment, but we wanted to return to the year 1970 and just get your thoughts about when the school moved from the main library here into South Hall.

Harlan: Yes, we had been on the top floor of the main library and the library annex. We had some offices there. So we were split in that regard. The offices were on the top floor of the main library, and there was a classroom on the floor below that we used, and there was an area on the top floor which had the Library School Library plus a study hall area. This was a holdover because I remember there were these alcoves of little desks. There were two students to a little desk and this whole idea just struck me as being very old-fashioned, the idea that graduate students would be assigned little desks. [laughter]

The quarters were crowded, but adequate. One of the gauges for determining how successful and powerful a library school on the campus is is whether or not it's in the main library building. For example, at Michigan and USC it was in the main library building on the top floor, again.

McCreery: Okay, so that's a good thing?

Harlan: Bad thing.

McCreery: It's a bad thing! Okay.

Harlan: Yes, because it suggests you don't have much clout. But some people like it. Some faculty like it because you're in the library, which has a kind of aura about it, I guess, that they like. So when we were trying to get new quarters, at one point we were being considered for California Hall, which as you know housed the Graduate Division. But it wasn't really big enough, with too many big rooms. It just didn't work out. Still, we might have gotten California Hall, except that when the Moffitt Library building was almost finished, the university administration decided they wanted the top floor of the Moffitt building--thought that would be nice. Well, there was a big fuss about that, and at this time when students fussed, you

listened, so their compensation was California Hall, which meant we were out of a building, then.

Perhaps as compensation to us, they said, "Well, maybe you can have South Hall." It had been abandoned, was empty at this point, and needed a lot of work on it. We came over and looked at it, and it was very quaint. Some of the old offices on the other side of the building had fireplaces, and so I said I had dibs on the fireplace office. [laughs] We decided we'd have to draw straws. But [laughs] so it was that old. There was one grand staircase in the middle that went all the way to the top, and there weren't those two side staircases, so to prepare it for occupancy they had all kinds of fire regulations to observe, like the two flanking staircases, and closing the grand staircase after the second floor and putting in water systems and so on.

Most of us were quite amenable to the move. But some of the oldtimers were not. They did not want to leave the library, and they thought Coney was trying to throw us out. They were convinced that was the whole reason--that it was a plot. I remember a faculty meeting where this came up, and Ray Swank--it was the one time I saw Ray Swank show anger--he felt it wasn't justified, wasn't fair. Coney was sitting there with a kind of bemused look about him and he wasn't saying anything. But Ray was angry, so he just started working up the calculations and he said, "Well," he said, "I've figured out the square feet and South Hall offers us more square feet than where we are," because one of the complainers had said, "Well, we're losing space." He said, "No, we're not losing space."

South Hall was extensively renovated before we moved in. I think maybe with a couple of exceptions everyone thought it was a great move, because we had our own building, we had the historic building--last of the original buildings, which had been restored. It wasn't falling apart. We were very visible. Suddenly on the front door there was this sign, "School of Librarianship," which identified us, and so we moved in.

At this point, we installed our first primitive computer lab. It was just typewriters that had the ability to print out spreadsheets. We installed the typographical lab. We had a big reference lab on the end of the second floor. There was a cataloging lab. So there was room for all the labs, and in the basement was the Library School Library, which had better quarters and was more attractive than where it had been. Virginia Pratt ran an exemplary library. She also taught for us. She was a model for our students who admired her. We were

all together in one place and visible and comfortably ensconced in the most historic building on campus.

McCreery: You mention being visible, and that leads me to ask how visible was the library school in the old days when it was in the main library? How visible was it to the rest of the campus?

Harlan: It wasn't. It was invisible, because there was no other reason to go up to the top floor. There was no reason. Not visible at all.

McCreery: What about by reputation or by status as one of the professional schools--what type of visibility did it have in that way?

Harlan: Well, we were a small school. Swank's tenure helped us in visibility because the university administration was very much behind him. I don't think that we were much thought about, which may have been a saving grace.

McCreery: Did that change upon moving to South Hall?

Harlan: Yes, I think it changed a little bit. Of course, as you know, on this campus, the kings of the fields are the sciences; not the social sciences, not the humanities, and not the non-science professional schools. They just never have been very strong. The powers that be that run the campus have tended to be people from the sciences. So I don't think that we were well known, very visible, or highly regarded.

The Place of Professional Schools at Berkeley and UCLA

McCreery: I wonder, how do you think the Berkeley campus viewed its professional schools? I mean, you just mentioned that the sciences were king and so on, but in general, were professional schools supported on par with the academic colleges?

Harlan: Well, they weren't as well supported as the sciences, but no one was. I think probably the nonscience professional schools were sort of second-class citizens and everything was all right as long as they weren't seen as a drain on limited resources, let's say.

McCreery: I think you mentioned at some point along the way that for any school or college, the dean of that entity and whatever the

dean brings will have a lot to do with how visible and how prominent, shall we say, such a school is.

Harlan: Right. Yes.

McCreery: Do you have any way to compare Berkeley to UCLA in that regard, how the library school fared in terms of the overall campus and its position?

Harlan: Well, not in any great detail. I taught at the library school there one summer.

McCreery: Maybe we can talk about that for just a moment.

Harlan: Yes, in '73. I'd mentioned earlier that when I went to Los Angeles the first time, I said never again, but I did go back that one summer. But I was in Santa Monica and UCLA, so that's not Los Angeles. And I lived in Venice, so [laughs] my exposure to L.A. was quite limited. I was associate dean here at the time and had done some interviewing for them because they required interviews. I knew Andy Horn, who was the dean, and I liked him, so I went down to teach one summer, the school's version of our Introduction to Bibliography course.

The library school was in what was then the college library building. It had been the main building but there was a new one, a handsome building. It was sort of cramped into that, so its quarters were not auspiciously presented, I thought. This was a summer session, so it was all new students, this introductory course. They limited their number of students to about forty, and they had to go full time, and it was a two-year program. Some of them, I knew their names, had applied to our school and not gotten in. I thought, "Oh, boy," but they were quite forgiving. Some of them lived in L.A. and just didn't want to come to Berkeley. They were good students.

And I think I mentioned before that I thought UCLA library had a kind of class and elan that was missing here. This was a reflection of the Powell years, because Powell was a very influential person on that campus, and he had established the library school. He had retired by then, but the aura was still there, and Andy Horn, who was the new dean, was well liked. He'd been there for a long time and I had the impression that the library school there was at least at that point a kind of a golden child. It was new enough and it was successful enough that it was still regarded benevolently by the campus.

McCreery: How well did you know Lawrence Clark Powell?

Harlan: I just barely knew him.

McCreery: Barely knew him, okay. As you say, he was gone by the time you were there that summer.

Harlan: He was retired by then, yes.

McCreery: But Andrew Horn was still basking in the golden light, shall we say?

Harlan: I think so. Very different managerial style, but he was better liked than Powell. The faculty was very fond of him and the students were, too. He was a very nice person and a good dean.

McCreery: But would you say that the school at UCLA enjoyed a stature that was somehow greater than the one here?

Harlan: Much as I can tell. I didn't know, but I think probably at UCLA the professional schools had a higher status than here, the nonscience professional schools.

McCreery: In general.

Harlan: In general. I think that was true of the library school, too. Now, you know, subsequently it's fallen upon hard times, some would say. It was downgraded from a school to a department. It's under the aegis of the School of Education, which is usually the kiss of death. It's in the same building as the School of Education, which is the ultimate kiss of death.

McCreery: Why?

Harlan: Just because of the association. I mean, schools of education are at the lowest rung, usually, and to be in their attic, suggests something even worse, you know. So that school really, in a sense, hasn't shut down, but it's certainly declined.

McCreery: Just to finish up, you found that the move to South Hall did something to improve the visibility and stature of this school?

Harlan: I don't see anything but benefits in our move. I can't imagine what would be against it because we had our own building, we were all together, it was commodious for us, and it enabled us to develop a good reference lab and a good computer lab, eventually, and a good cataloging lab and a typographical laboratory. There were classrooms. There were good office rooms. We were in the middle of the campus. The building had been renovated. A lot of alums of the campus remember South

Hall with fondness. I think at one point it had housed the Department of Economics. It had a rich history. I just think that we were more visible.

McCreery: It was quite a coup for Mr. Swank.

Harlan: I don't know. I don't know what role he played in that. As I said, I think it was kind of a compensation for our not getting California Hall. But it still was a coup, yes.

School Relations with the Library, from 1970

McCreery: I wonder how, if at all, it changed relations between the school and the main library to move over here.

Harlan: It may have helped because we weren't underfoot, or overfoot, as the case may be. I'm sure Coney was pleased to have all the space that became available. He was certainly crowded, too.

McCreery: He had retired by then. He retired in '68.

Harlan: Did he retire before we moved?

McCreery: Yes, from the librarian's job.

Harlan: Yes, okay, but he must have planned for the move. He was certainly in favor of the move.

McCreery: Certainly, yes. Okay.

Harlan: After he left, I think the next library director was Jim Skipper. Does that sound right? I don't think he was a member of the faculty. I think Coney was the last university librarian to be a member of the faculty. Well, that suggests something. I just don't think that there was much difference in the association. Actually, there wasn't that much association. It was too bad in a sense that we didn't work more closely together.

McCreery: Did you have occasion to get to know Jim Skipper very well?

Harlan: Well, he wasn't here that long. I knew him, yes. He was very able and he was popular. He left rather soon, and I think there was some resentment on that, but my goodness, now university librarians come and go with breathtaking speed.

McCreery: Yes, they do. It was quite rare then to leave so soon, but that seems common today. [laughs]

Harlan: Yes, and he became associated with the Kraus Company in Luxembourg, a big scholarly antiquarian book house. I think that's right. He told someone that he was leaving because he suddenly needed more money than he was making, and he received a lot of money from Kraus, which to some librarians would be regarded as unethical, you know.

McCreery: Particularly then.

Harlan: Yes. But he might say, "Well, I needed the money." He wasn't at Kraus very long. It was a bad move, actually, looking back in hindsight. But he was quite successful here. If he had stayed, I think things would have been much better.

McCreery: And after he left?

Harlan: It was Richard Dougherty who was an effective director and was well liked by the library staff. He left after a contretemps with the campus administration, I am told. The problem--or a problem--was his abrupt removal of an exhibit in the library of the Armenian holocaust during World War I. Some local Turkish officials strongly objected. The exhibit was removed. So he ended up antagonizing both parties. He transferred to the University of Michigan to become the director of libraries there. When he was appointed here he was made a member of our faculty. We had not been consulted beforehand and we strongly objected--not to him but to the preemptory appointment. The faculty appointment was withdrawn, to his considerable annoyance. But eventually he forgave us, although he never joined our faculty.

The next library director was Joseph Rosenthal. Things got worse between the school and the library and, [laughs] well, a whole other topic is library directors of the library. I don't want to get into that, but I think there have been some bad choices, and with bad repercussions that are still being felt. We had hoped that Mr. [Gerald] Lowell might turn things around because there had been this series of acting directors, which is always bad. It was the same thing here, and it's bad. So we had hoped that Mr. Lowell would turn things around, because there are finally adequate funds. The new chancellor, Berdahl, is very supportive of the library and that was not true of his predecessors. So things looked very promising and we thought, we have a new library director, we have money, we have a sympathetic chancellor: things look up. Well, we'll see what happens.



School of Librarianship faculty in front of The Faculty Club, 1965.

Back row: Mae Durham, LeRoy Merritt, Donald Coney, Ed Wight, Ralph Shoffner, Kelly Cartwright, Ray Held, Perry Danton, Grete Frugé, and Ray Swank.

Front row: Robert Sumpter, Donald Koepp, Robert Harlan, Patrick Wilson, Fred Mosher, and Henry White.

Photography by Barry Evans.

III LIBRARY SCHOOL CAREER, 1975-1993; RETIREMENT

[Interview 3: July 31, 2000] ##

The Deanship of Michael Buckland

McCreery: I'd like to start off today talking about the period of time in the mid-seventies in the history of the school when you returned from your sabbatical leave, 1974-75. Shortly thereafter, in January of 1976, Michael [K.] Buckland came from Purdue University to take over the deanship of this school. Do you remember how you first heard about him?

Harlan: Oh, I think I was involved in the search even though I was on sabbatical. I wasn't on the search committee, but I was involved. He came here for an interview, so I met him then.

McCreery: At the time he arrived, maybe you could just set the scene for me a little bit. Patrick Wilson, of course, had resigned the deanship in mid-'75. What was the status of the school at that time?

Harlan: The school was not happy. There had been some real differences of opinion within the faculty and the faculty was pretty fragmented, I think. It was just not a very happy time, so we all thought, I think--I don't believe there was any dissension --that it would be very useful to have someone from the outside.

Buckland came from Purdue, where he was I think in charge of technical services. He'd had quite a bit of library experience in England and in the United States. He had a Ph.D. from one of the red brick universities--I don't know which one. He gave a good interview; people were impressed. So I think it was with relief that the university accepted him and that we had in a sense, a new beginning.

When he first came, there was a change in the atmosphere. He tried to be, as the dean, very businesslike, very impersonal, and he was successful at that.

I recall at faculty meetings he had a new system for outlining the agenda which impressed us all. We moved along, which was new. He kept us on the topics at hand, so I was impressed with that. He really was an effective administrator in that regard.

He had strong ideas about what to do with the curriculum. He certainly wanted to continue what Swank had started and what Wilson had continued--the incorporation of information science and computer application to the master's curriculum as well as the doctoral curriculum. He was quite active in the doctoral program and he became increasingly active in professional organizations, where he made his mark, I think, one can say.

So I think I mentioned earlier that one of Ray Swank's strengths was that he was well known, nationally and internationally, which reflected on the reputation of the school. Pat was perhaps less involved in outside activities. Buckland returned to the Swank model and I thought that was very good. He was ambitious for the school, and he seemed to have the ear of the administration. I know that Provost [Doris] Calloway found him [laughs] interesting, in a good sense.

McCreery: Do you care to elaborate? [laughs]

Harlan: When I was acting dean she once told me he was certainly articulate. That was said in appreciation. So I just think that his presence improved the atmosphere in the school, and that was very necessary, so that was to the good.

He had a problem when he first came, of not being adequately P.C. [politically correct]. He wasn't sensitive to certain things, I think more because of his English background than his Indiana background, although I don't suppose that helped very much. He made some statements that were insensitive, but when he was reminded what they were, he corrected himself and he did learn quickly.

He taught a course in administration for the master's program. He had an assistant who was a doctoral student and she did some of the teaching, and it was not a successful experience. The students did not appreciate the fact that he had that kind of English attitude that you find in some dons. He was condescending and dismissive and abrupt. Well, the

Berkeley students were having none of that, and they let him know it when the student evaluations came in. I think it sort of startled him. I think it helped him also, as reviews are supposed to do. Subsequently he's taught other courses successfully. He is particularly good at seminars, and I think he's been very good at directing doctoral students.

Towards the end of his deanship he became involved in [UC] systemwide activities, kind of a library czar. He was also still the dean of the school, and there was just more for him to do than he had time. The school, I think, as a result was not given high priority, and that showed in a kind of laxness in the direction the school had. The school was faulted for being sort of rudderless, and I'll talk a little bit more about that later.

McCreery: Do you have any thoughts on, well, to what extent he might have lost interest in the school because of these leanings towards the president's office and the exciting new things happening there?

Harlan: I think he still had an interest. I think it was crowded out. There was just so much he could do. He still tried to run the school--I mean, not run the school, he still tried to act as a dean.

Curriculum Changes: Information and Archival Management; Fay Blake and the Field Studies Program

Harlan: He tried some innovations in curriculum, of which one of them didn't work. He tried to get us involved in a field called information management. He was always looking for new skills that would enhance the employability of our master's students, including those outside of the library.

We hired an assistant professor, Mary Culnan, who had a Ph.D. from UCLA, I think, in business administration, and her field was information management. She introduced some courses, and we tried to establish a track in that. There was some skepticism on the part of some of the faculty. It just didn't seem to work out very well. She moved on and that was the end of that.

We also--this may not have been under Buckland, it might have been later--decided to give a program in archival management, because that was a proven field. It existed in

other library schools and there was a need for trained archivists. We were able to arrange the services of an experienced archivist, Mary Jo Pugh, experienced and known in the archival world. She set up a two-semester program that would qualify the master's students to some degree to call themselves archivists. There was an internship I think that was involved. She did have students and the program was quite successful. But again, about this time was when the school changed a lot and it was dropped.

McCreery: I note somewhere that there was another sort of nonlibrary professional program offered at one point while Mr. Buckland was dean. That was in information systems management. Do you have much recollection of the details of that?

Harlan: Well, I think that was just taking the existing courses and saying we have a specialty. I don't believe that we decided to have a specialty and then devised a curriculum for it.

McCreery: I see.

Harlan: Yes. Starting again, to go back a little further, since we're talking about curriculum, under Wilson we developed field studies appreciably. Fay [M. Blake] was much involved in that. She was very helpful. That was a very useful program because it often gave our students, as it were, a foot in the door. They would get experience and often--well, not often, but sometimes--that experience would lead to a job offer from the host institution. But it was very good at that point for a new master's student to have some sort of experience on his or her record, and I think everyone felt that field studies was useful and successful.

The students really appreciated it. It took a lot of time to coordinate and Fay was involved in that. She really liked to do that. She felt it was important to get into the real world, and that was a very useful program. It was quite active until the school closed. It kept on going.

I would like to mention Theodora Hodges, who got her doctoral degree here and then stayed on to teach. She was involved in the teaching of cataloging and classification, perhaps after Grete [Frugé Cubie], I don't remember. But for a while she was a coordinator of that. She was also involved in field studies and she was I think Wilson's associate dean for a while.

McCreery: Yes, assistant dean.

Harlan: Yes. Then for a brief while she was an acting dean--one of many. She was very good at that, because again, we'd sort of lapsed into hostile camps and she was very good at calming everyone. She was objective and businesslike and trustworthy. She didn't stay either, and I was always sorry for that.

McCreery: Was that a problem of getting the proper kind of appointment, do you know?

Harlan: She started as an instructor and then she decided to enter the tenure track as an assistant professor, and I believe she decided at some point that she wasn't really interested in doing the kind of research necessary to obtain a tenured associate professorship. Since she was in the tenure track and did not become promoted at the end of the seven years, she had to leave, or she did leave. I don't know if she had to leave. Whether she could have gone back as an instructor, I don't know.

Bib. 1: The School's Course for Undergraduates

Harlan: The undergraduate courses were begun by Wilson, some of them--particularly Bib. 1. We always thought of Bib. 1 as kind of a safety valve for all the frustrations of undergraduates trying to use that complex main library. Even with the Moffitt Library, it was difficult to use. So the idea of Bib. 1 was to present a course for undergraduates taught by--the original idea was that it would be taught by UC librarians, and it would be a course called "How to use the UC Library."

It began well. The problem was we could never find enough UC librarians who wanted to teach it who could take the time to teach it, so we never were able to offer enough sections. There was always a demand in excess of what we could offer. But it was successful. Depending on who the library director was next door, we had cooperation or we didn't have cooperation.

Because there was this limited pool of available librarians to teach, we began looking for outside people. Some of our doctoral students were allowed to teach it, even though they were students, too. But again, they were busy and they had other things to do and it didn't really seem to them very important to say, "I taught how to use the UC Library." [laughs] So we had to look outside of the population on the campus. We found some people who had had experience, but we

were a little wary of developing the program too much and relying on outside people.

Under Buckland, Bib. 1 was expanded quite dramatically. It was his idea to offer as many sections as we could find instructors because he felt that it was useful for the school to say, you know, "This is our service to the undergraduate program." He may have felt that because he had more of a headcount, it might result in more FTEs [full-time equivalents], so there were sometimes twelve, fifteen, sections of Bib. 1, mostly taught by people who were not either doctoral students or university librarians. The regular faculty didn't teach it, I think. It wouldn't have been appropriate, or we didn't think so.

McCreery: I wonder, what was your own view? How important was it to say to the rest of the campus, "Here's our contribution to undergraduate education?"

Harlan: Can't have done any harm. I'm not sure it really resulted in rewards. It certainly didn't advance the FTE count or anything like that, and Bib. 1 became a real problem because it was too big, and it just got to be more of a problem than we had anticipated.

We also began to offer other undergraduate courses like 104, which was history of the book. That had to be limited because the students wanted to use The Bancroft Library and we could only go so far with that. We added 128, which was children's literature. That was very popular. That could have been expanded. We eventually offered kind of an introduction to information science course, I forget the number. I think we even offered field studies.

And it was a headache--administrative headache. But probably on the whole, it was useful that we did that. We could say to the university community, "We are doing what we can to serve the undergraduates and make life more palatable for them."

The School Changes Its Name, 1976

McCreery: Okay. If I'm not cutting you off, I'd like to return to something else from the early part of Professor Buckland's tenure as dean, and that is the change of the school's name, from School of Librarianship to School of Library and

Information Studies. First I'd like to hear how that came about and then also what you personally think of it.

Harlan: It was part of the attempt to revise the curriculum and to give the school a more impressive image on the campus and in the community than it probably had because the old name, School of Librarianship, which had been the name for a long time, just no longer seemed appropriate. So it was suggested--I think it was proposed by Buckland--that we change the name of the school, and most of the faculty was for that. There was probably some opposition, but not concerted, or not persuasive, so that the real issue was what to change the name to. I remember some of the faculty said, "Just drop 'Library.' Just call it School of Information Studies." The old faculty said, "Wait a minute, librarians are still our major constituency. They want that name there. If our master's students are to be competitive, we should still be able to call them librarians." So it went back and forth and finally it was decided to call it the School of Library and Information Studies, and it did pass unanimously.

McCreery: I note they chose the term "studies" rather than "science." Any particular thoughts on that?

Harlan: Yes, because, again, the term science just didn't seem apt. There was some early point where library schools began to say--for instance, at [University of] Michigan it was a Master of Arts and Library Science and, you know, people would say, "Science? Where's the science?" Particularly scientists would say, "Where's the science?" You know, you're not setting up experiments that you can duplicate, that work that way. So we were glad we weren't called a science, and "studies" seemed to be a good compromise.

McCreery: Do you recall what name you were personally in favor of at that time?

Harlan: Yes. I certainly thought the name we chose was fine. It's just that I argued for keeping in "library", because I thought, we are producing librarians primarily. That was our purpose. So I was perfectly happy with it.

We started a trend in the nation. Other schools said, "Wait a minute, we'd better get information in there." So at breakneck speed we would see other schools changing to information studies or science. And my alma mater, Michigan, changed to School of Information and Library Studies--they decided to become even more trendy and put information first. And that was the trend then: information first, library second, though we didn't change.

Then at some point, Michigan decided to change the name again, and it became the School of Information, which amused us greatly. [laughs] When I told Wilson, he was quite amused and he said they missed a good chance, they could have called themselves a school of wisdom. [laughter] I found out recently that when the school changed its name to School of Information, the original proposal had been School of Knowledge.

McCreery: [laughs] Seriously?

Harlan: Yes, but the administration at the university rightly said, "Well, no. This is a little silly. You know, all of our schools are schools of knowledge." So there's a bit of silliness, always has been in our profession I think. We have chronically been in identity crises trying to decide who we are, and often too eager to make these cosmetic and sometimes silly changes.

Librarianship's Public Identity as a Profession

McCreery: That's a very good question, though: is librarianship a profession, separate and distinct?

Harlan: Yes, I think so. Yes, I think it meets the criteria for a profession. That's never been a doubt in my mind.

McCreery: But I just wonder in terms of how it's viewed by constituents, by the public, I guess, particularly outside the academic environment.

Harlan: Well, you know, it meets one of those criteria in that it's credentialed, in a sense, and public libraries perhaps until recently said you have to have a master's degree from an accredited ALA [American Library Association] program. That's what professions do, they accredit you. So yes, that was part of it, too. To a lesser degree university and college libraries had that same requirement. Special libraries have always been different. So, yes, it was a profession in the traditional sense of that word.

McCreery: I'm interested in your comment, though, that it suffered a longtime identity crisis. I wonder, can you give me a little more on what you mean by that?

Harlan: I think other service professions have had the same problem. Social welfare, criminology, education certainly have had nothing but identity crises. I don't know the reasons for it. I think maybe because they weren't sciences. It didn't have a controlled body of knowledge that could really be tested in a scientific way. They are also relatively new. Most of the service professions are turn of the century--turn of the previous century. No, wait a minute, we're still in the twentieth century. Doesn't stop until 2001--I don't care what President [William J.] Clinton says. [laughs] So you know, he still talks about the bridge to the twenty-first century; well, we're still on the bridge. [laughs]

McCreery: But as you say, the turn of the last century--much of the profession was based on things as they stood then, I know.

Harlan: Yes, and I think probably the--well, I don't know if librarians have ever had a united view of what the profession is. In this day and age, I expect that they're in even more of an identity crisis. You know, "What is it? Who are we?" Because there are so many different aspects now of information which have nothing to do with using a library.

But my own feeling is that it is a profession and there are aspects of it that are much needed by the public. One of them is reference service. Seems to me that, you know, there's always more and more information available and more and more resources. To say, as some people have said, "Every schoolchild should have access to the internet," well, what does that mean? You can play games on the internet! If you try to use the internet as a reference source, you're limited to what it has on its databases, and it's not very good at interpreting things, like terminology--the differences in terminology. It just seems to me it's too bad that that service is declining, not increasing.

I think one of the major crimes of a previous library director here, who shall remain nameless, is that he managed to close the reference department. I'm sure it was primarily to save money, because there were budgetary problems then. It was done somewhat stealthily, and suddenly there was no reference department. The public pronouncement was that the reference room needed remodeling. I understand now that they're about to rehire some of the reference librarian slots that had been lapsed, and the old reference room is open again, but it doesn't have a reference desk yet and it should have, because it's limiting not to have that kind of service available.

McCreery: Now, thinking either in particular of the library here, or perhaps just generally about libraries, do you think the public understands the services that reference librarians have to offer and how they differ from what one can get oneself on the internet?

Harlan: I doubt it. For one thing, you know, it's more convenient to sit in front of a terminal than to trudge down to the library and speak to some crabby librarian. [laughter] No, I don't think they have an understanding and I don't think they ever have. I don't know what percentage of the American public uses public libraries, for example. It's always been, I think, a minority percentage, and became probably even more a smaller percentage because so many elementary and secondary schools now don't have libraries staffed by librarians who know what they're doing. It's cheaper just to put in some terminals and say, "Go to it," than it is to hire a librarian and try to keep up a reference collection. So I think things are not getting better. I think the internet is very useful, and I'm glad it's there and it can be extremely convenient, but for reference work, no, it's not a substitute.

McCreery: Okay. Well, thank you. I'm very glad to get your views on that. And of course all this grows out of our conversation about the change of the school's name. Now, I notice that shortly after the name change of the school, the names of the degrees offered also changed to Master of Library and Information Studies; Doctor of Library and Information Studies.

Harlan: Right. Yes, yes.

McCreery: I take it that was a natural follow-on of the school's name change. But I wonder, were these changes in name only, or do you feel they were substantive changes in the education offered here?

Harlan: Well, the education offered here certainly changed. It had certainly developed. It certainly changed direction, and changed focus, and changed emphasis, so it seems to me that the names that followed make good sense and do reflect the change.

McCreery: Realizing that curricular changes and so on are gradual and may take a while.

Harlan: Programmatic changes are gradual and they should continue in profession which cannot become static. That, I think, was one of the problems with the school, really until Swank came because he had a mandate to change the school. So we've been

trying to change it ever since and of course more recently there has been radical surgery, as you know.

Associate Dean Again, 1977-1982 ##

McCreery: While we're on the subject of Professor Buckland's deanship, let's talk about your second stint as associate dean of this school, from 1977 to 1982. It sounds as if Dean Buckland brought you into that role fairly soon after he arrived. How did that come about?

Harlan: Well, I think he was desperate to find someone. No one else wanted it. I didn't want it, but I took it. I had sort of the same duties that I'd had under Wilson. Perhaps I was a little more independent. Fortunately the problem of far too many qualified applicants had diminished, although never totally. The school was always lucky, from the time I've been here, to get more qualified applications than we could accept, which is the Berkeley tradition. Many library schools will take anyone who applies.

McCreery: Even that late in the game?

Harlan: Even that late in the game, yes. UCLA was quite selective because it was a limited small enrollment. So I think they would probably say they enjoyed the same privileges that we did in that regard.

McCreery: I know you probably don't know the exact numbers, but when you say not nearly as many applicants, how many were you looking at and how many were you admitting in those years, do you recall?

Harlan: Well, the target--we would admit so many to get so many, and it was fixed. That was a problem, you know, the whole campus had the problem of more qualified applicants than they could take, so every department wanted its quota to be as high as possible. That quota to some degree was based upon the number of shows, and we always had pretty close to what the projected show would be. I can't remember the numbers. I think we would admit a number and probably three-fourths would be expected to show and they did show. We never had a real shortfall.

McCreery: Similar to your first time as associate dean, were you also chief graduate adviser to the master's students?

- Harlan: Oh, yes. I think that goes with the position. So I was that, and I was in charge of summer session, and I had other responsibilities, too.
- McCreery: Okay. How well were you able to work in concert with Dean Buckland to carry out his vision for the school?
- Harlan: Well, I think probably my role as a member of the faculty would be more involved in that, because as the associate dean, I had specific jobs to do which affected existing policy.
- McCreery: Good point.
- Harlan: But as a member of the faculty, I sometimes opposed him, sometimes not, and we sometimes had vigorous debates, and he was pretty effective at argument.
- McCreery: Persuasive?
- Harlan: Not always so persuasive, no. And--that's not fair. He was certainly adequate as a dean, trying to push an agenda. Yes.
- McCreery: Okay. You described the school as being in somewhat bad shape when he arrived. There already had been a little period without a permanent dean and so on, and I think you were referring to the so-called faculty split that we've discussed before. I wonder what changes came as time went on after Dean Buckland arrived?
- Harlan: Well, the faculty split was reflected in the curriculum. It was an outgrowth of the fact that we had two really distinct faculties which never were able to amalgamate as it had been hoped they would be. So we had a series of courses that could be called traditional and a series of courses that could be called specialized in information technology, and an outsider looking on would say, "Well, what's going on here?" You know, there seemed to be two schools under the same rubric, and that was always a problem.

Some of the new faculty were better at accommodating to aspects of the old curriculum than others. I think Michael Cooper, who was one of our Ph.D. graduates, was very good at applying database management and information aspects to library problems, which is what we had hoped the library research institute would do and didn't do. So his courses were taken by our master's students and they found them very useful because they studied applications to where they hoped to work--to library problems.

McCreery: Yes, it's complicated.

Harlan: It's very complicated and it's not unique at all. It's just called "programmatic changes," and they've always caused problems, but they are essential.

Library Schools Begin to Close; Berkeley in Transition

McCreery: Now you say it's not unique. I wonder, did you have much occasion to compare what was happening here to other comparable schools such as [University of] Michigan?

Harlan: Oh, yes. I was aware of what was going on and other schools were aware of the fact that they had to become relevant or they were in trouble. Of course, you know, there was a period when schools began to close. This was when the job market was tight and an argument could not even be made for saying, "Well, you know, there's a pool there." There wasn't, and it was hard to get positions. It was a time of budgetary constraints, and a time of review. A process began of closing some of the major library schools. They tended to be library schools that were part of private institutions where the problem was even more accelerated.

McCreery: University of Chicago?

Harlan: Well, I remember the first really good school that closed was Case Western Reserve [University] which had a distinguished history and that was rather shocking. But then [University of] Chicago and Columbia [University]--which were, again, you know, leaders in the field--particularly Chicago, my goodness. I think some of the state universities--I can't think of any offhand--I think some of them closed.

So it was a period when university administrations are looking for cuts, and there's suddenly a perceived trend. They begin to cut, and library schools became quite vulnerable. I think we were in that same position.

McCreery: Do you recall how early you felt vulnerable as a faculty here?

Harlan: Personally I've always felt vulnerable. [laughter] Never got over it. I think it grew during the big budget crunch which started in the late sixties and [went] through most of the seventies. I think the budget problem was one that Pat had to

face. Ray didn't really have that problem, but Pat did and Buckland did, and I did, and so it was for a long time.

McCreery: Yes, that's the kind of thing that wears everyone down all the time and really does cause significant changes. Well, let's talk about when Professor Buckland accepted the offer of the president's office to go there. First of all, were you surprised at that change?

Harlan: No, we weren't surprised.

McCreery: You had kind of seen it developing, I guess, under your noses.

Harlan: Well, yes, and we noticed his absence, which was necessary but it was there. Some of us felt that he was delegating too much authority to his staff. They did as well as they could, but it seemed to me it was inappropriate.

McCreery: Just as an aside, from the point of view of the UC system, how much sense did it make to you to establish that program in the president's office, to oversee certain things for all nine campuses?

Harlan: Well, I think that there certainly was a necessity for having some office supervising the whole systemwide attempt to cope with all the problems of information explosion and budgetary cuts and that sort of thing. Sure, it was a good idea.

McCreery: But in terms of this school, of course, it's a loss of a dean and of continuity and so on.

Acting Dean of the School, 1985-1986

McCreery: I wonder, what happened right after he left and then how did you step into the role of acting dean in the middle of 1985?

Harlan: Well, I stepped into it because, again, it was the "known devil versus the unknown devil". [laughs] We knew it was to be an acting slot, and we started a search immediately, so we had hoped it wouldn't be for very long. As it turns out, I was acting dean for a year and a half and then Bob Berring was--as you say, he was a dean, but it was only half time, and it was thought to be temporary, as indeed it was.

McCreery: Okay. I'd like to talk about that. But I wonder, why do you think that search took so long?

Harlan: Because it was hard to find qualified people. It has become increasingly hard to find really good people who want to be administrators. Too many headaches. This is also true of the position of library director. So that was the reason. We would initiate searches and there would be a serious search committee seriously attempting to find people. And we might end up with three candidates who would come for a visit, and they were bombs. We just thought, "How on earth did that person get this far?" Just awful. It was a real problem.

McCreery: Well, how did you approach the job of acting dean? What was your game plan?

Harlan: Well, caretaker. I thought it was to be for a year and I thought if I can just hang on and if the school can hang on, that would be as much as I should attempt. And it was. The faculty did initiate another programmatic review and effected some curriculum changes and became more involved in committee work, which I certainly encouraged. And to some degree we tried to bring the Bib. 1 problem under control. I think this policy was successful because at the end of that first year we received a communiqué from Provost Calloway and the budget committee saying they appreciated the fact that we were trying to, you know, focus more. There was some sense that we were trying to make the changes that they thought were necessary. But that was primarily because during my tenure the faculty did become more involved again.

McCreery: Okay. What do you owe that to?

Harlan: [laughs] Well, I think they probably were concerned. I think they wanted the school to stay open. That's a very good incentive. They realized, too, that we'd had to do something. The need was there. And they were encouraged to do it, which they hadn't been for a while, so--.

McCreery: Now, you reported to Provost Calloway, as you said, during that time. What kind of an administrator was she?

Harlan: I thought she was very good. When she was appointed, of course, she was the first woman provost of professional schools, and that was quite dramatic. She did a good job under difficult circumstances, I thought. She was supportive of the school, she really was. Things could have been difficult if we'd had a different provost, so I have nothing but admiration for her.

McCreery: Did she meet regularly with you individually? What were the formal structures of that relationship?

Harlan: Well, we would meet once a semester to review the budget and occasionally there would be an ad hoc meeting. I don't recall that she met with the faculty. I think there was a meeting--I think she asked for a meeting with the faculty to discuss a search. Maybe it was when we were trying to find someone during that search. I think she met with us when Berring had been appointed dean.

McCreery: Okay. And then while you were acting dean, did you interact much with the deans of the other professional schools, or compare notes with them?

Harlan: There were council meetings of all the deans and the chancellor, but that's it. There wasn't much in the way of that. This was during the tenure of Ira [Michael] Heyman, and I think the perception was he was not particularly supportive of the library or of the school. At least that was my perception, that he at best was indifferent. I think that attitude really had a bad effect upon the library. I think the library really suffered during that period.

McCreery: Well, how did you like being dean for that longer stint than you planned?

Harlan: First of all, I knew I wouldn't particularly like the job, so I wasn't surprised. I just did it. And you know, it's not something I wanted to do for very long, and that extra half year was an additional burden.

McCreery: Any interest in the permanent job at any time?

Harlan: None whatsoever, no. I felt that, again, we needed an outsider.

Robert Berring Becomes Dean of the School

McCreery: Okay. Now the person who ended up getting that permanent job, of course, was Robert Berring. What was his history with the school starting with, I think, a visiting appointment at some point?

Harlan: Well, his master's degree was from this school, and I don't know whether that was a post-law degree or pre-law degree. I think it was post. I know he took some courses from Wilson and he was much impressed by Wilson. Then I think he went to Yale and came back here as law librarian, plus he was also teaching

courses. Somewhere along the line he picked up Chinese, and he was teaching a course in Chinese law. [laughs]

Well, you know, Bob Berring is a very bright, active, and ambitious person--a lot of irons in the fire, and he certainly has great political savvy. Again, he only had so much time to give to us and we didn't see much of him. We did have meetings.

In a sense, it was kind of a caretaker thing. He wasn't much involved in additional curriculum changes or anything like that.

McCreery: And from the outside, it was a half-time appointment with, I think, the law school library.

Harlan: Yes, and in fact I'm sure we got maybe 15 percent of his time. A lot of delegation. I suppose in some respects, you know, we suffered from that, but it seems to me that on the whole he did a very good job.

He is to be commended for saving South Hall for us. We had moved off campus because South Hall needed to be seismically strengthened. This I think occurred in 1986-87. So we moved to this ugly building across from the California Theater. The quarters were inadequate, we were off campus, and it was awkward and didn't help morale any.

And when it came near to the time for us to return to the school, it was decided that the next building to be renovated was California Hall where the administration was housed and the graduate division. So I guess the Chancellor's Office decided that they would move in here, or the graduate division would move in here, "temporarily," and we would stay where we were. And that did not please us. We felt that we were in some jeopardy. We were already feeling insecure and when you're off campus, in this system, you're really in trouble. You're pariahs almost. So fortunately there is an academic senate committee that oversees use of buildings, to whom Heyman proposed that we just stay where we were.

There was a big meeting of this committee. It was in The Faculty Club and Berring was invited to come. And we decided to be dramatic, so a large group of students showed up at The Faculty Club just to be a presence when this committee walked in. Some of them brought their children, and they were absolutely quiet--they didn't make any noise. They were totally respectful. They just look at them sadly. [laughs]

The committee was much impressed because they're used to noisy people, you know, and there we were with the little kids, you know. It was wonderful. I was really impressed. I don't know whose idea that was, but it was wonderful. Berring made his presentation and we won. The group said, "No, it's not fair not to bring the school back on campus. The administration can just go find somewhere else." So we won and of course you can imagine how irritated that made the administration, which probably didn't help us any.

I give Berring great credit. We probably wouldn't be here if it hadn't been for him. He knew exactly what to do. So you know, if he wasn't here as much as some of us hoped, he certainly was effective, and I commend him for it.

McCreery: Yes, it's a difficult situation when you have so little time to devote to each of your tasks. I wonder, overall, how you think he exercised his leadership of the school with such limited time?

Harlan: Well, I think to some degree, it was a caretaker period. He didn't really try to do that much; he just tried to run the school. He certainly was on top of things like budget problems and so on, but I can't recall that it was a period of dynamic revision of the curriculum. I'm not even sure at this point the faculty would have been much in favor of that. They were pretty tired of revisions by that time. So it was a kind of a caretaker tenure again, as mine had been. We were starting this period of caretaker deanships.

McCreery: Now you mentioned he exercised a lot of delegation. Whom was he delegating to?

Harlan: Well, he had an assistant from the law library to whom he delegated a lot of day-to-day procedures in running the school.

McCreery: Who was that?

Harlan: Oh, I don't remember her name [Kathleen Vanden Heuvel]. I think she was probably a lawyer and she was helping him at Boalt. This caused friction with the staff because he wasn't delegating very much to some of his staff. That was probably a problem, but it seemed to me that it was acceptable.

McCreery: But you mentioned he had a good grasp of the budget situation.

Harlan: Very much so. Yes.

McCreery: In general, what were the strengths that he was able to bring to that job?

Harlan: Well, keeping South Hall for us, being alert, being savvy, knowing what's going on on the campus, good on budget, certainly agreeable. He wasn't difficult or hostile. So I just think, you know, under the circumstances, he met all of his obligations and perhaps more so.

Berring Steps Down; A Series of Acting Deans

McCreery: Do you know what circumstances led him to step down from the deanship in 1989?

Harlan: Well, I think probably he had other things that he wanted to do. I think that he came here as kind of a favor anyway to Provost Calloway. He certainly has a lot of irons, as I said, in the fire. He was very busy. So I can see why he would regard this as not a good career move, to be here for a long period of time.

McCreery: Okay, well, when he left, I note that Professor Wilson was again acting dean from 1989 to 1991.

Harlan: Yes. Martyr to the end. Pat decided to come back. No, we persuaded him to come back--although he volunteered. He knew the ropes, certainly. He had been the dean. So again, it was an interim appointment and most of us were glad he came back, and he was effective again. Some of the faculty who had not particularly approved of him the first time around were not happy that he came back. He was effective in keeping things going.

McCreery: Now, during his tenure as acting dean, Chang-Lin Tien succeeded Heyman as chancellor of the Berkeley campus, and then he stayed on in that role until 1997. I wonder what changes you think that might have brought over time to the school, to the library, to your world.

Harlan: Yes, under Tien there were budgetary improvements, generally, and that helped. He wasn't particularly interested in libraries. He was a scientist. And you know, he was rather benign towards us. We were here and that was that. He had more important things to do. So he wasn't hostile or anything; he just wasn't very interested.

- McCreery: Now the school's reporting lines, of course, were to the provost of professional schools. I wonder, did you see much change in that period, the late eighties?
- Harlan: No, it seemed to me it was a stable period. Nothing untoward was happening.
- McCreery: Yes. Now I wonder at what point in all of this did there begin to be some sense of real threat to the school's viability? I don't know if you can really date this, but the series of acting deans--
- Harlan: Well, let's see, Pat was acting dean for--
- McCreery: '89 to '91.
- Harlan: Two years? And then who was acting dean?
- McCreery: Nancy Van House, for four years.
- Harlan: Four years, and she was effective, I think. Very well. Seems to me that the search for a dean was postponed because it had been decided that we needed to think about the school's future before we got a dean. That's, to some degree, why we had this sequence of acting deans. Under Nancy, who was very good at dealing with the administration, I believe there was a formal call for review of the school.
- McCreery: Of course a lot of this is documented elsewhere in the academic planning board documents and so on. But I'm just trying to get at the overall sense of how the faculty felt about the school's future during this whole period, really.

School in the Making: The New SIMS

- Harlan: I can't remember very much what went on, except you know, that there was a review with a committee involved, and the faculty was involved. At some point I think the administration decided that the program as it existed was no longer viable, and that the best way to resolve the problem was to close the existing school and to inaugurate a new school which would really not have much to do with the responsibilities of the old school. It was a new beginning. It was a cut. It was a break, deliberate break.

McCreery: So it was clear at the outset that the new school would be quite different from the old?

Harlan: I think it was clearer to some people than to others. I think the alumni have been a little surprised when it becomes apparent to them that there is no school anymore--it's dead--and that the new school is a new beginning.

You know, there's some carryover from the old faculty to the new school and I think on the whole the ones who remained have made a successful readjustment. Michael Cooper retired a little early and I was sorry about that--for the school's sake, not his. You know, if there has been opposition, it's not been effective.

McCreery: Of course the alumni had mounted this whole campaign, "Save Our School," and had worked to try to preserve some of what they knew as their own institution.

Harlan: No, it didn't work. This has been I think the case at other schools with the same problem, that the alumni simply cannot make a case that is strong enough to negate the reasons for closing the school.

Now at some point, I think in the eighties, for example, they decided to close the library school at USC and there was an alumni push to preserve that school, and one of their arguments was that it's a school where the student body is primarily women.

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McCreery: You were talking about USC and some of the other schools.

Harlan: Yes, but it didn't work because the main consideration was money. USC is a private institution with no great endowment and the schools really had to carry themselves, and they weren't. This was a period of decline in enrollment--and this was true of other schools, particularly private schools--and they just couldn't cope, so it was closed.

That left UCLA, which always had a limited enrollment, still does, and San Jose [State University], which still has a program. But there have been other schools that were closed. There was one at Marymount College in Los Angeles, there was a program at University of San Francisco, and there was a program at [California State University] Fullerton, and these were all closed.

McCreery: Now the new school here--School of Information Management and Systems--the new dean, Hal Varian, is an economist. That's perhaps indicative of just how great the differences are. But I wonder, how much do you know about what the new school is trying to offer?

Harlan: I don't. I'm not involved so I just don't know.

McCreery: Okay. Any interaction?

Harlan: No. [laughs]

McCreery: The new school did inherit the library school's endowment.

Harlan: Yes.

McCreery: As a former acting dean do you care to comment on that?

Harlan: Well, this is what happens when schools close. Now there's an endowment and you can't give it back, so it has to go somewhere. University of Chicago was given the largest Carnegie grant ever given for a library school, and it was so large at the time that it enabled them to establish an outstanding library school. So when that school closed, even by standards of that time, there was this large endowment. I think there was some fuss from the alumni about, "Well, you know, you don't have any right to this endowment," and they said, "Oh, yes, we do," and took it. You know, it's legal. And the same here.

McCreery: Yes, I'm sure it has happened to many other places in this field and in other fields. Well, any thoughts on the fact that the new school has elected not to seek ALA accreditation, at least at this point?

Harlan: No.

Taking Early Retirement, 1993

McCreery: All right. Well, it sounds as if in retirement, you've really been separated from what's going on now, and I can understand why that's so. Tell me a little bit about your decision to retire when you did.

Harlan: Yes, you remember they started offering VERIPs [Voluntary Early Retirement Incentive Program] which had incentives for

retirement--a slight acceleration in the amount of retirement, plus a bonus of some sort. I didn't take VERIP I, but I decided to take VERIP II, effective, I think, in January 1993. I had been here for almost thirty years and I was in my early sixties, I guess, so I had years, chronological years, and financial incentive, and I just decided that it was a good time to retire.

McCreery: Was it difficult to give it up?

Harlan: No. Oh, you know, I looked back on my career here with pleasure, but there was no trauma at all. I just stopped being a regular faculty member.

McCreery: Did you do any further teaching at all after you retired from the active faculty?

Harlan: No, I haven't, and I probably won't.

McCreery: Now I know you have been active in many other areas since that time and you continue active today. I'd like to talk about those. Maybe we'll back up--[tape interruption]

Research Interests; The Influence of Professor Irving Leonard

McCreery: Okay, we're just figuring out the order of what we want to cover here. So even though we've talked about your retirement, we want to back up and spend a little time talking about your own research and publication interests over the years. You've authored several books and a great number of articles and so on. How would you characterize your main interests over the course of your career?

Harlan: Yes, in preparing for this aspect of the oral history I think for the first time I actually set down what I'd done and tried to figure out a "master plan," and there had been one.

I mentioned earlier--I guess we were talking about my dissertation, my work at Michigan--that I had found a reference to the fact that this eighteenth-century printer and publisher's ledgers had been given to the then-called British Museum Library, and therefore were available for perusal.

At this point I had, I think, passed my preliminary exams in the doctoral program and was looking for a topic, so I found out as much as I could about these papers and decided that I

would do some study with an historical orientation. I had a master's in history from Michigan at that time, and sometimes things happen in a sequence that seems in retrospect preordained, perhaps because I was once a Presbyterian, I don't know. [laughter] Predestination. For whatever reason, I wasn't terribly surprised.

I have mentioned earlier, also, some of my teachers at Michigan and one of my favorites was Irving Leonard, who was professor of Ibero-American culture and history. He also taught Spanish. The first course I took from him was a history of Spain. It was a country and a subject that's always interested me, and I enjoyed the course immensely. I have always regarded him as kind of a model faculty member in every regard, but I remember that I particularly appreciated the fact that he was so profoundly knowledgeable of and sympathetic of a foreign culture. That sympathy came through, so that we had a very different perception of Spanish history and culture than one gets primarily in histories with English bias. There's the so called "Black legend of Spain," which is totally an English fabrication. He was able to show us this immensely rich culture, and I just found it very interesting.

In 1949, which is before I arrived there, he had published probably his major book, which was called *Books of the Brave*, being an account of books and men in the Spanish Conquest and settlement of the sixteenth-century Spanish New World. I read that book and was immensely impressed with it because for the first time I realized that there were archives and documents that would enable you to re-create the whole process of book publishing, book printing, book distribution, book reading, and how that would effect a particular culture.

Well, in his *Books of the Brave*, which was concerned with the Spanish Conquest of the New World in the sixteenth century --he had found archives at the House of Trade in Seville; not complete, but they were still voluminous. These archives contained inventories of books that had been sent to the New World, and the reason there was a record was because the Inquisition was concerned about heretical and immoral books being sent to the New World and contaminating the Brave New World. So he was able to some degree to reconstruct the inventories of the books sent to the New World and to analyze their subject content.

What he found was that a majority of the books that were sent to the New World were what we would call pulp fiction; not theology, not religion, not philosophy, but pulp fiction. They were chivalric romances--*Amadis of Gaul*, and other such books--

in which heroes set out to win a new world and find cities of gold, the legend of the city of gold. It compelled people in Spain to say, "I'm going to go get some of that." It's like the gold rush in California. Even when people got to Mexico or Peru, the books that they were able to buy primarily were of this genre. I thought that was fascinating.

Wills were useful to him, too, which contained inventories of books. So he found this miscellany of primary source materials that enabled him to some degree to re-create the intellectual atmosphere of a remote time and place. I think I can say that *Books of the Brave* really was a profoundly revisionist history of Spanish civilization. It was well received. It was published by Harvard, and probably was the making of his career. So I read that book and I thought, this is interesting. I hadn't realized such material existed.

Study of Early Printers: William Strahan and David Hall

Harlan: Then I found out about William Strahan's eighteenth-century printing ledgers. I'd had courses in the history of the book, so I had some background. I went to London, as I said, for a year and went to the British Museum Library and found that these ledgers showed exactly what was printed, when it was printed, how many copies were printed, how much it cost him, and that sort of thing. My dissertation, then, was a recreation of his career, really.

One of the aspects of Strahan's business was exportation of books to the New World, to the British New World. One of his boyhood friends, who later became his employee, and was then sent to Philadelphia at the request of Benjamin Franklin to help him with his business, was a man named David Hall. Hall was sent to Philadelphia to become Franklin's assistant and subsequently his partner. Strahan was his primary factotum in London, and he sent over the years hundreds of books to David Hall. Most of them--well, many of them were specifically ordered by Hall, but sometimes he'd just tell Strahan, "Send the latest books," and he did, by and large.

Well, the primary source material for this was not the Strahan ledgers, but the Hall papers. I found that most of David Hall's correspondence with Strahan survived at the American Philosophical Society in Philadelphia and the Salem Historical Society in New Jersey. I don't know how they got there. In these letters Hall would instruct Strahan, "Please

send the following, and here's my payment on the latest debt." He would make copies of all of this correspondence, most of which survives, and most of Strahan's correspondence to Hall also survives.

So instead of contending with Strahan, whom I felt I'd pretty much done, I decided to do work on David Hall, in part because Philadelphia is closer to Berkeley than London--although not as stimulating, and because I just felt that Strahan had pretty much been done.

So over the years I examined the letters and made an inventory of all the books he ordered, this providing the number of copies ordered and an analysis. It was concerned with his whole career, so I had to take into consideration the political developments of the time. He died in 1774, right before the [American] Revolution, but he had already been affected by colonial agitation. One of my articles is on the effect of the Stamp Act [of 1765] on him, and another on the effect of the Townsend Acts on him, and so I ended up doing a series of articles on various aspects of Hall's career. That continued as soon as I got here in '63 and it went on--I think the last one was published in the seventies, maybe.

I did one more work on the Colonial period. It was called "The Colonial Printer." It was a paper I gave at the [William Andrews] Clark [Memorial] Library in honor of Everett Moore who was assistant library director at UCLA. That was an overview of the whole scene before the Revolution and it was published in 1978.

Bay Area Printing: Nash, Doxey, and Others

Harlan: But I also figured that since I was living in Berkeley that I should do something about the Bay Area, which of course is renowned for its fine printing scene. Also because if I could find archives at the Bancroft, it was certainly more convenient than Philadelphia or London or some other city.

I found that The Bancroft Library had the papers of the San Francisco printer John Henry Nash. They're pretty complete, although not as complete as I would have hoped. And so my first monographic study was a recreation and analysis of his career, which was seminal in the development of the fine printing movement in the Bay Area. The UC Press published this book in 1970.

That was followed by other articles and books about Nash, and I see in looking at my list here that in 1977 I prepared the third volume of the Grabhorn-Hoyem Press bibliography. Grabhorns were the next generation after Nash and probably the more esteemed of those two printers. That was published by John Howell Books in 1977.

Then I did a couple of things for the Book Club including a work called *The 200th Book*, which listed the second hundred books that they published. It was a bibliography and appreciation. That was published by Book Club of California. I think the last article I published directly on that subject was a paper I gave at a conference at the Huntington Library. It was called, I think, "The Origins of the Fine Printing Movement in San Francisco" and was published in *Printing History*, the journal of APHS [American Printing History Society].

Feeling I probably had done as much as I wanted to do about mid-twentieth century fine printing, I then decided to do something on San Francisco printing in the nineteenth century.

Let's see, the Book Club published my book in the seventies, I think, that was about the turn of the century San Francisco publisher--his name was William Doxey--who was probably the first bona fide trade publisher in San Francisco. He was particularly interested in what we would call attractive trade books. So that was published; it contains a bibliography of Doxey's publications.

I had also been for a long time amassing a bibliography of San Francisco imprints from the beginning to 1876. What I had done was to look at a variety of sources to make as complete a listing as possible of all books and some pamphlets from the beginning up through 1876. Well, I'm showing a long line of books which have slips in them of these books. There are about 2,000 titles.

McCreery: You have binder after binder there on your shelf, I see.

Harlan: Yes. One of the results of my research was presented at a conference in Chicago, the University of Chicago, on getting out the books: nineteenth century publishing in America. It's called "Printing for the Instant City: San Francisco at Mid-Century." Two of my assistants input all of this onto the computer so we were able to massage this information in a variety of ways.

McCreery: I was surprised at the number of tables and illustrations where you really counted things and categorized them.

Harlan: Oh, yes! And of course the computer helps you to count things. It's almost too easy sometimes. I think a lot of people overcount because they can. I thought, Well, this bibliography exists on my database, and it's never going to be published, it's just too massive. So we arranged with the [UC] systemwide library automation people to make this bibliography available through the Berkeley Sunsite. You can use it if you have an author or a title or a printer or a date or a language. So at least it's available. Shall I give the citation? It's <http://sunsite.berkeley.edu/sfimprints>.

McCreery: It's nice to have it so readily available.

Harlan: Yes. It's there, yes, although it is not quite as refined as I'd like.

McCreery: I wonder what stands out to you about what you found in looking at this topic?

Harlan: There were no big surprises for me. What I found in conclusion was that there was no attempt to compete with the eastern market. There were very few San Francisco reprints of eastern books. There were a lot of books from the east coming to San Francisco which was a major market for eastern publishers. So instead of competing with that, what San Francisco printers did was to produce books mostly of regional and local interest. Most of their publications were not books but pamphlets, and the vast majority of their publications, as far as I can tell, were what we call ephemera, which mean tickets, menus, that sort of thing. That's what kept them going. Very much really a non-book sort of publishing environment. But there was great variety in what they did and they were capable of producing attractive printing and book design.

McCreery: Were there any favorite items that you found that particularly took your fancy?

Harlan: I wish I could say yes, but I've never found San Francisco printing of that period very much taking my fancy. [laughs]

McCreery: Oh, really? You spent a lot of time on it!

Harlan: I spent a lot of time on it, and there were aspects of the study I really enjoyed, but I found most of the books to be parochial--provincial. Of course, there's a whole market for that, you know, and a lot of people appreciate that material,

which is an index to popular culture, but I've never found it very interesting.

McCreery: That's a marvelous local project, isn't it, to really survey what was available?

Harlan: Indeed, so.

Volunteering at The Bancroft Library

Harlan: Since I've retired, I've been volunteering at the Bancroft. Can we talk about that now?

McCreery: Yes, please.

Harlan: Okay. I've been doing volunteer work for the Bancroft and I started that not too long after I retired. There's plenty to do, and I think the first thing I did was to prepare a checklist on the computer of the ephemera in the John Henry Nash collection, which had never been cataloged before, hundreds of items in his collection. He was very careful to keep everything he did because he was very proud of what he did, including ephemera such as Christmas cards, invitations, that sort of thing. Most of them I think are there, so I just listed them chronologically so that they were available, and that's been published and it's available at the Bancroft and will be posted on the internet.

Then I did the similar study for Adrian Wilson who was of the next generation--another checklist which is available, although not published in any formal sense yet.

I suppose the most interesting project I have done, which is not yet quite complete, is to go through the archives of a magazine called *Fine Print*, which was produced in San Francisco from '75 to '90. I think sixteen volumes with numbers. It was a very influential journal concerned with fine printing and all of its aspects, and the archives include correspondence, some business papers, some examples of printing.

The covers to *Fine Print* were always done by artists and they were produced--some of them produced--with cuts, works of art. So we had all the blocks for these. Almost everything is there. I've gone through most of it. There's a little bit left to do, so when the finding list is produced for that, it

will make available the full archives of a very influential and useful journal. That was enjoyable.

McCreery: Now why did publication cease in '90?

Harlan: I think because even though they had a pretty good subscription list--they had a pretty high number--it wasn't enough, and they couldn't get grants, and primarily because the editor, Sandy Kirschenbaum, had become ill at that time. These just came together and caused its end. I have now interviewed her for ROHO. She's looking at the copy now, so that should come out pretty soon. So I feel that with the archives having been processed and with that oral history that we'll have a pretty good record of that very interesting publication.

McCreery: Now had you done some other oral histories before that?

Harlan: Yes, before that I did a sequel to the first oral history, which was done by Ruth Teiser in the sixties, I think, of the San Francisco fine printer Jack Stauffacher, who is now in his eighties, still very active. My oral history of him was a sequel to the first one and it covers his career 1968-1996. I think it's good to have that. Also, one of my students at some point had done a bibliography of Jack's printing. Also, I'd encouraged Jack to do a kind of autobiography, so he did, published by the Book Club of California. He brought together --he'd kept all of his correspondence and he knew everyone--still does. He's an influential person. Very interesting person. He brought together this collection of letters and samples and articles, so it's what he calls *Typographical Quest*, and it's his history. But part of that is this bibliography of his works, so I think Jack now is pretty well covered.

Ruth Teiser did a series of five interviews, maybe four, of Andrew Hoyem of the Arion Press. Now Andrew is the preeminent fine printer in San Francisco, probably in the nation. Probably in his fifties. The last interview she did was--it's been a while, maybe twenty years, so he's overdue. So I talked to Willa [Baum] and she talked to him and he said he'd be willing at some point to continue it, but right now he's very busy trying to finish his printing of the Bible, an inconceivably ambitious project. Also he has to leave his quarters in San Francisco. He's been evicted. This is a printing shop with a vast inventory of presses and type, and I think he told me that he figured the move to another place would cost him half a million dollars, so it's a problem.

There's talk about maybe finding a place for him--I think he has the idea of forming what he called the Grabhorn Institute which would be nonprofit. His press would be part of that somehow. There was some talk about finding a place for that in the Presidio, and there has been some talk, I'm told, about finding a place for it here on this campus. So I hope he finds such a place.

McCreery: Yes, it will be interesting to see what happens.

Harlan: Yes. The first interviews that Ruth Teiser did have not been transcribed, they're just on tape. I don't know why, but they are just on tape. So it seems to me that that would be a very useful project.

McCreery: Now did you ever work directly with her at all?

Harlan: No, I certainly knew her, but I never worked with her, no. Of course she did that series on the Bay Area's Fine Printing and Bookmaking with many interviews which I have used in my own research.

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McCreery: Well, we were just talking about your own forays into the oral history method and I wonder what do you think of it, having done these two interviews?

Harlan: Having been both the interviewer and the interviewee, it's easier to be the interviewee, I think. It's more reactive. You know, I don't have to change the tapes and that sort of thing. [laughter] Okay, I've only done two. I've done Sandy and Jack. Jack was somewhat reticent and he opened up a little bit, but I think he found the process intimidating, sticking this thing [tape recorder] in front of him, so I had to work at it. And well, you're certainly aware of this. It can be a problem. I wish he'd been a little more forthcoming. The transcript, it's not that long, it's less than a hundred pages, but of course it's just half of his career.

McCreery: Do you think it's a valuable addition, though, to the material that we have about him?

Harlan: Oh, yes, sure. Yes, you know, in some ways it covers the better part of his career, so I think that these two interviews plus his autobiography provide a very complete record of his significant career.

McCreery: Yes, well, thank you for doing that.

Harlan: It was my pleasure.

McCreery: That was a really nice way to put your skills and knowledge to work. What is it like being on the other end of the microphone, shall we say?

Harlan: Interviewer, or interviewee?

McCreery: Interviewee, as you are today?

Harlan: Well, as you know, I was resistant to this at first. I just didn't think I wanted to do it. But I decided I would with some convincing, and it's been interesting because it's given me an opportunity to sum up my career. I guess I think that it's probably useful to have my utterances on record as part of the series because--

McCreery: Let me assure you it is useful.

Harlan: Yes, because everyone has a different point of view. No one has the truth totally.

McCreery: That's right, it takes all the different pieces together. Now you mentioned Ruth Teiser, and I wonder would you just tell me a little bit about her? I never met her.

Harlan: I only met her a couple of times. I knew that Willa used her a lot and was quite fond of her. She was part of the book scene. She did a biography of Lawton Kennedy for the Book Club and she did some other books and materials for the Book Club. Very much part of the scene. I think interviewing was her career, really. I know she did a series on wine in California. So by the time I knew her she was a seasoned veteran. She had done all these tapes and I was impressed with the ones on the book scene in San Francisco. I was impressed on a couple of counts because they were uneven, as interviews are, and some of the people were very articulate, she could hardly control them. One of them, Lawton Kennedy, was disappointing because he said hardly anything--for whatever reason. I don't know. But she had trouble getting him to open up. If she asked a question he would answer it "yes" or "no" and that was it.

McCreery: Yes, well, these are the vagaries of the oral methods, aren't they?

Harlan: Right, yes.

McCreery: Well, have we adequately covered then your own publications?

Harlan: Oh, I wanted to mention--there's one more Bancroft project in process. We have most of the papers of the San Francisco antiquarian book dealer David Magee. They're not all there, unfortunately--just about the last half of his career, which was the most successful. I wish they were all there.

He was part of the book scene from about the mid-twenties until 1970 when he died. I would think from the fifties until he died he was a preeminent antiquarian book dealer in San Francisco, and one of the leading ones, I think, in the nation. His papers include correspondence, invoices, the manuscripts of the catalogs, and the books that he did. It's all there.

What I've been doing is trying to bring some order to all this--it's many many boxes--so that we can make them available. I think it's a unique collection because of how detailed it is. You can go through the invoices and you can see his relationship with other dealers. He primarily used London dealers. He was English, himself. And his customers--you get a real sense of the antiquarian book trade in that period of time. He was very successful.

I think his coup, kind of his crowning achievement, was amassing a collection of what he called Victoriana, and it was books, pamphlets, prints, some paintings, anything to do with the Victorian period. He sold this collection--well, he did a catalog which was printed by the Grabhorn Press--but even before the catalog was issued, he'd sold the whole collection--he probably had this in mind--to Brigham Young University. I sometimes wonder how it's being used there, but that's all right; it exists. It was, you know, a major collection. I think he did very handsomely by that.

As far as I can tell, he was quite successful from the fifties on, but I think the twenties and the thirties were a little difficult. So that's been a lot of fun and it's wrapping up, although it's not yet complete, either.

Progression of Research Interests

McCreery: I wonder, have your own research interests and pursuits had a rather orderly progression over the years, or have you had any surprising changes of direction?

Harlan: Well, as I said, when I was preparing for this interview, I was trying to map it out, and my goodness, it makes sense. There

seems to be an orderly progression. So I'm impressed. Divine order of some sort. Maybe, again, my predestination comes in.

McCreery: Right, it could be the Presbyterian influence.

Harlan: Presbyterian. [laughter] Right.

McCreery: Yes, oral history has a way of kind of forcing you to kind of think it through a little bit, doesn't it?

Harlan: Yes, yes. It's been quite useful to me.

The University of California Press

McCreery: Right. Well, we wanted to return and talk about the University of California Press a little bit today, also. I know you had interest and involvement over many years.

Harlan: Yes, the University of California Press I have been involved with one way or another ever since I came. They published my Nash book, I have served as a reader of manuscripts, and then I was involved in one of their series as the chairman of that editorial committee--and I'll get back to that in a minute.

One of my doctoral students, Albert Muto, did his dissertation on the early period of the press, which was published by the press. I had dealings with August Frugé, the esteemed director of the press for many years before he retired, and I'm still in touch with him, secondhand.

McCreery: Oh, okay. As you may know, Mr. Frugé recorded his own oral history fairly recently. But I'd love to hear about your collaboration with him.

Harlan: Who did the interview?

McCreery: Suzanne Riess.

Harlan: So she went down to where he lives? She must have because I don't think he's coming up here. Well, when I came here in '63, the University of California Press had a reputation for being one of the leading scholarly presses. I think it's fair to say that this had happened primarily under his aegis because, again, the kind of confluence of things: money was available and the concept about what a university press did had changed. But he certainly was instrumental in directing that,

so that it became one of the leading scholarly presses and one of the leading university presses with a long list of titles every year over a variety of subjects. Also it was noted for the fact that on the whole the books were well designed.

Well, as it turns out, when Albert Muto did his dissertation on the early period, I found out that the first real director of the University of California Press was a man named Samuel Farquhar, I think, a famous family name in the Bay Area. When he came to the press it was still primarily a university press in the old mold, which means it had something called the scientific series, which meant that these scholarly series were totally underwritten by the university to enable faculty and doctoral students to have someplace to publish their findings.

And indeed, Irving Leonard's dissertation, which was on a seventeenth-century Mexican scientific savant, was published in the history series. Again, the other aspect of Leonard--he was kind of a precursor because when I checked about his career he had a bachelor's degree from Yale in chemistry. This savant that he wrote about was a scientist in the seventeenth-century concept and I decided, well, this is one of the first books in the new mode of the history of science. Then he moved on to *The Books of the Brave and Baroque Times in Old Mexico* (1959), and these were some of the first books in the new field called the history of the book. So I thought, well, he's a precursor.

Anyway, Farquhar began to publish nonscientific series books which were paperbacks, not attractive. He always had a real interest in design, because his background was in graphics and design and advertising, and he began to establish the press as a university press in the new mold. So when Frugé took over--Farquhar died suddenly and Frugé took over--he was able to develop this trade book concept to a large degree, to a point where the old scholarly series books in paperback became secondary. Some people thought that was too bad, but most people didn't.

Now when I was ready to have my Nash book published, there was a series called Studies in Librarianship, which was one of those series books. I mean, it was totally underwritten and published in paperback. The series was established in 1951, and the first two volumes of that fit that mold of being an outlet for faculty publications. The first one was LeRoy Merritt's study of use of subject catalogs, and Perry Danton's was the second--the influence of America on Norwegian Librarianship. And Ray Held's first history of public libraries and Pat Wilson's *Two Kinds of Power*. And then my

book, *John Henry Nash* was the seventh in 1970, and there were two more which were based upon doctoral dissertations in the school. Because its subject was fine printing, my book was hardcover with some attention to design.

The series was lapsed in 1973, and I remember that part of the reason it was lapsed was because there weren't many submissions to it. This was a problem generally with the series, that by the 1970s it was no longer prestigious to publish in a series with a paperback cover. You either had a hard cover with the University Press or you went to a trade publisher even. A good trade publisher had more prestige than the old series paperbacks. A change in concept, I guess.

I remember that the committee that rules the University Press, the faculty committee, periodically reviewed a series and they found, well, at some point it was apparent to them that they weren't getting the benefits out of the series to justify the cost. One of the heavy uses of all of these series in the beginning was for exchange. In other words, all of these--and most of the series were science, so most of these books never had a big audience. That wasn't the idea, but they could be used for exchange for the library. You would send copies of all these series to another major library and they would send back their series to us. So this meant that the libraries had access to a lot of specialized expensive books free of charge. Well, as the series declined, not only here but elsewhere, the library benefits of that series concept declined, so the press began to terminate some of the series.

The last new series was one that I was involved in and it was called *Catalogs and Bibliographies*. That was started, well, probably in 1985. I guess the idea was that there was apparently a need for an outlet for reference and bibliographies that probably would not be easily published elsewhere that would be useful. And again, I think the idea was--well, I think there was a requirement that for the work to be published the author or the material had to have some connection with the university. So I remember we met and I was made chairman. I continued in that role until it was terminated--cruel word, but it was. [laughs]

McCreery: Now why was that?

Harlan: Because they just decided that it was too expensive. I remember at the time they were reviewing it, one of their reasons for saying it was not viable was that they weren't selling very many copies. Well, I pointed out that one of the reasons they weren't selling very many copies was because they

did not make copies available for review, and review is one of the main ways you get books sold. They did very little advertising. So my point was, "It's not fair to compare sales of the series with your trade books because you're promoting your trade books and you're not promoting these." But they'd made their minds up. I think we published fourteen volumes and there are two more still in the pipeline.

McCreery: Who worked with you on that committee?

Harlan: Let's see, I think the original committee included mostly librarians: Richard Blanchard from Davis, John Tenno from Riverside, and Vinton Deering, who was a professor of English at UCLA, Roger Berry at Irvine, and James Deetz with anthropology here, and D. K. Wilgus was in folklore at UCLA. So it was a committee of seven.

I really enjoyed being involved in that because I was sort of behaving as if I were an editor. What I would have to do is to find reviewers for these and coordinate the whole thing and make recommendations to the committee. The committee recommendations were always accepted by the press. I think some of these books are really very useful, and in a sense, I'm sorry the series has been terminated, because these are useful resources that probably would have trouble being published elsewhere. They were published in hardbound acid-free paper, so they're well made.

McCreery: Now you mentioned that the other series, Studies in Librarianship, eventually suffered from a lack of submissions. How does that compare to the Catalogs and Bibliographies series over time?

Harlan: Well, we always had submissions. We always had something in the pipeline. I think if we'd been continued, we would have had more. As much as I could, I made known to the various campuses that this series existed.

I think one of the problems with submissions is that a faculty member could not use one of these for a strong case for a promotion. It's a catalog and a bibliography series. And librarians are usually too busy or not interested because you can move easily go to the terminal, they think.

McCreery: Yes. Did the committee work well together?

Harlan: Yes, yes. We seldom met, but we worked well together, yes. It was very useful.

McCreery: You mention enjoying that because it was like being an editor. [laughs] Had you had any thoughts of wanting to do something in that area as well?

Harlan: No, I just enjoyed it because it came along, but it wasn't something that was high on my list. I did want to mention--this goes back to Samuel Farquhar--that in the thirties and forties, the then-library department--it was not yet the School of Librarianship--had an arrangement with Farquhar and the press that every year the master's students would produce a book.

McCreery: Okay, that's the Book Arts Club?

Harlan: Yes, which would be printed by the UC Press. Let me just read what it says: "The Book Arts Club is a group of students at the University of California--these were in the library school--who study the art of good book-making. Each year this group--differing in members, but not in interests and ideals--plan, with the collaboration of a university printer, a book that exemplifies what the group has learned, and the book is printed at the University of California Press."

So let's see. I have--the list includes, I think there are nine or ten. These started in 1933, and there are a couple of gaps during the Depression and during the war, so the last one came out in 1948. But these are very interesting books. The texts themselves are useful and they're handsomely done. And for example, one of them I have here is called *About Books: A Gathering of Essays*. 1941. This includes an introduction by James D. Hart, and reprints from eminent librarians or printers like Randolph Adams, T. M. Cleland, Ed Grabhorn, on *The Fine Art of Printing*, Lawrence Wroth--so it's really an impressive series.

McCreery: What a great opportunity for students to be involved in something like that.

Harlan: Oh, yes! I think so.

The School's Joint Lecture Series with UCLA

Harlan: And then one last bibliophilic association that I found impressive is that for about ten years UCLA and Berkeley library schools co-sponsored a lecture series--an annual lecture. The sponsors were, in Los Angeles Jake Zeitlin, an

antiquarian book dealer, and in San Francisco it was John Howell Books. They were called the Zeitlin-VerBrugge-Howell Lectures. This series was very impressive because they brought important people to talk about bibliography, and then the talks were handsomely printed and made available.

I think there were twelve, and these included some big names: Charleton Hinman, of the Hinman Collator; Gordon N. Ray, president of the Guggenheim Foundation; Jacob Blanck, who produced a major American literature bibliography; Fredson Bowers, the great descriptive bibliographer; Lawrence Clark Powell--and I remember there was some discontent here when he was selected. When he came to give his lecture, I noticed that some of the senior faculty were not present and that his first remark was, "I never thought I would be invited back here."

McCreery: Well, tell me now, why was there this discontent at his being invited?

Harlan: Personality clashes. Powell was a graduate of this school, under the triumvirate. And he used to wax rhapsodic about his association with people like Miss Coulter, and there was some question as to whether or not that really existed, whether or not he was that close to the faculty. In other words, some people thought he presumed.

He and Perry [Danton] were strong personalities and they didn't get along--because you know, Perry was the director of the school here when Powell was trying to get his school established in UCLA. I think Powell felt that he was not appreciated here fully. It's interesting.

So that's an interesting series which also was terminated. I think they could have certainly gone on and found speakers. I think the problem may have been declining interest on the part of the patrons. I think maybe Warren Howell had thought more people would show up for the lectures. I thought it was a good audience for that kind of subject.

Whither the Study of History in Library Schools?

McCreery: Well, that leads me to ask--you mentioned a great interest by students, and especially doctoral students, over your career in working in some of these similar areas. But I wonder what you think now about whether there's sufficient interest by new people coming along and carrying on these kinds of activities.

Harlan: Well, library schools have--not from the beginning, but for a long time--included in their curriculum an appreciation of the history of the book and history of libraries. The major audience for these for a long time were library students and librarians. I suspect many of the students were not that interested, nor the librarians. Analytical bibliography is a rather late development, and probably came into its own in a definitive sense when Fredson Bowers, one of the series lecturers, published his book on descriptive bibliography, *Principles of Bibliographical Description* (1949).

Most of the applications of that very rigorous system were applied to textual problems, particularly Shakespeare, and there were very few librarians who would find a need to apply Bowers's technique to any work they did. There are some very serious bibliographers and bibliographies going on, but they don't tend to be librarians. They're mostly scholars in literature.

So in that sense, I would say that the interest in history of the book has always been amateur. You know, just part of appreciation of our milieu. And of course that's totally gone now. It had been in our curriculum for a long time. I think I've always regretted that for several years here in this school our students had no introduction to the history of the profession. It seems to me that it meant that they perhaps were not as attuned as they might be to the riches and the rewards of the profession--and the challenges.

I remember that one of the last courses I gave was a seminar which I called "Library service to special groups," and it had about thirteen people in the seminar. They would each cover some special group, and part of this was to look at public libraries and how they'd extended their service to the unwashed, particularly at the turn of the century.

One of the really important contributions of public libraries in this country was in the urban centers to new immigrants and their children. You find pictures, for instance, of the Cleveland Public Library, which had a really strong program. You'd find pictures in their annual reports of these little kids crammed into a room for storytelling. They're dressed in the strangest of attires, and their little faces are so eager. I think they're eager--I don't know. [laughs] They're so rapt. The public libraries really performed a very important service, trying to extend their help to vulnerable and new arrivals to the country. This was what I think of as their heroic age.

Now to some degree, this is still true in public libraries. If you go to a major California city, you'll find library service in Spanish and some attempt to provide some sort of service for all the exotic languages of the new arrivals. You know, Vietnamese, Cambodian, Laotian, Chinese--they're all there. It's an interesting challenge.

For example, when they built the new San Francisco Public Library building, the main building--well, we won't go into that--there are these special rooms. There's one for African American studies, there's one for Latin American studies, there's one for Chinese, not Japanese, and a minuscule room for Filipino studies, because these were created from donated monies.

McCreery: So the sense of specialty public service is certainly intact.

Harlan: Yes. It should be in a place like San Francisco, and it is, and I commend them for it.

McCreery: Well, you know, we have this same complaint about many aspects of modern life, that we have no sense of our own history.

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Harlan: Yes, I just don't think that even in more traditional library schools there's much attention given to the historical background of library development in this country, and I think that's too bad.

McCreery: What is the loss?

Harlan: The loss is a sense of our accomplishments. There's been a long dedication to serve the people. It's just something that certainly has been swamped by technology, I think, in particular.

Views of Students; Challenges for Public Library Service

McCreery: Now some of your colleagues at the time of retirement felt rather disillusioned about changes to librarianship and to the students that they were seeing, as well as things happening here in the school, in the structure and so on and so forth. I just wonder in terms of your own experience, what changes did you go through over time, and when you look back on it, could you have kept teaching?

Harlan: Well, my experience from the very beginning of my teaching at USC until the finish was that the students were here for a one-year program. They were not particularly interested in contemplating the meaning of it all. They wanted to get the degree and get a job. Within that context, there were students who had more or less interest in various aspects of that. I didn't find any decline in that primary purpose, which was to get a degree and get a job, which is fine. That's what a professional school is. Depending on the outside world, they might be more or less attuned to some of the problems, like during the troubles, for example. Most of them were very much involved, very much concerned about this and the Vietnamese war, and sometimes I think some of them found what we were doing a little irrelevant.

McCreery: There's that term again. Relevance was so important.

Harlan: Yes. There's always been a certain degree of discontent with the existing curriculum. I think I mentioned earlier something about that. Some students couldn't figure out why they had to study lists of titles, for example. My analogy to a medical student learning the parts of the human body didn't go over, since they weren't medical students! [laughs] I guess that's diminishing returns. But I really I didn't find any decline in their priorities. They were always serious students and on the whole they were very good, so I never felt disillusioned about them.

McCreery: Well, that's nice to hear, and that you retired for other reasons!

Harlan: The last class I had I thought was just as good as any other. So, yes, I do think that as far as I can tell, the only kind of library this day that is connected to that tradition is the public library, because university libraries have changed so much that they're hardly recognizable. The public libraries still at least give lip service to the mandate they have to serve their public.

I remember one of the papers in that final seminar I gave on service to special groups was--one of the students gave a very good paper on latchkey children and public libraries, because it's a problem. You know, the schools close--what time do schools close now--three? They have to go somewhere, so they go to the public library. Maybe their parents will pick them up at five, maybe they won't. So there they are, and the public library, which is supported by taxes, can hardly say, "We don't want them," but there they are. They're a real problem. The same student found there was another category of

latchkeys and that was latchkey elders. People would dump their elderly parents in the public libraries, saying, "We'll pick you up at five." [laughs]

Another problem is the use of the computer terminals in public libraries.

McCreery: I was just going to ask about that. The library has taken over public provision of that service to a great degree.

Harlan: Well, I think they have, and they don't particularly want to. You know, it's time-consuming to have a roomful of computers or terminals that you have to monitor, if you're going to. They break down and any number of things can happen. There is a problem of access of adult material on terminals in public libraries. Certainly any bright kid can figure out how to get past the filters that are there. So what do you do? The public libraries haven't really worked this out yet.

McCreery: Yes. There was much discussion of that in *American Libraries* and the other publications of the library profession. And of course everything is changing so rapidly, it must be very hard for the libraries to keep up.

Harlan: I know that Senator [John] McCain was proposing some sort of legislation that federal funds would be cut off from public libraries if they didn't install filters. It hasn't passed and it probably would be challenged. I don't know. But that would be one solution. Well, we're back to censorship.

McCreery: It's that old censorship again, isn't it?

Harlan: Censorship, yes.

McCreery: Well, I wonder what you think of that. I mean, here the public libraries are being asked to take over the provision of computer-related services.

Harlan: They weren't even asked, it just happened.

McCreery: Yes, I suppose you're right.

Harlan: Nobody asked. It just happened. They have to meet a need, or they're not going to pass the next bond. I think it's a problem for them, and I think they haven't worked out yet what their legal responsibilities--in what way are they liable for what appears on a terminal. If there's a roomful of terminals being used by a variety of people, I doubt if they have the resources or the interest in having someone monitor. Even if

they were there, they would have to say, "You know, you can't look at that image here."

McCreery: Yes, where do you draw the lines?

Harlan: Where do you draw the line? So either way they could be sued, I suppose. I have sympathy for them, but I don't know what will happen.

McCreery: Now librarians and library schools have traditionally taken I think a fairly united stance on censorship. Can you characterize that?

Harlan: Yes, the American Library Association has a declaration of independence, or a declaration about freedom to read, and there it is. But as long as I can remember, there's always been cases where--again, public and school libraries--where some parent has said, "I don't want my child reading *Tom Sawyer*." Or, "I don't want my child reading this." Every public library is answerable to its constituents, so you find cases where the library will remove a book because they don't want the problem, or they'll put it under control, or they'll remove it sometimes, or someone will take it and destroy it--and then you have the issue of destroyed property.

There is an important office in ALA on intellectual freedom which provides assistance to libraries under siege. Some libraries are willing to fight, and some libraries aren't willing to fight. It's always been a problem from the very beginning.

McCreery: And now it's heightened because of the internet.

Harlan: Yes, because they have internet. It might have been lessened if they didn't have the internet.

The American Library Association; Other Professional Organizations

McCreery: Yes. Since we're talking about ALA, I wonder if you could give me your views on how well that professional organization has guided librarianship over the years, just in your own experience.

Harlan: Well, I wouldn't say they'd been crucial in guiding the direction of librarianship. I suppose you can say, for

example, they have an accreditation responsibility for master's programs, and they've been doing that for a long time. Some people would say they have met their responsibility in accrediting or not accrediting programs, maintaining quality. I've always found that to be dubious.

I remember when we would have an accreditation visit, it would take forever to prepare because they had endless questions and charts and so on. When the team would arrive you would usually not be impressed with the team, and you weren't impressed with the questions, and you found annoying the amount of time they were taking. So was that guidance, or is that something else? I don't know. Some of the departments have been more active than others. I would think it's a mixed picture. You go back to the charge to doctors: "Do no harm." I don't think the ALA has done much harm, so maybe that's the answer.

McCreery: To what extent were you personally involved in ALA, CLA?

Harlan: Well, I wasn't much involved in ALA. For a while there I reviewed books for the *Library Journal*. That was fun. I've been on some committees. CLA I was once pretty involved in, but I just think that my involvement in these organizations was somewhat marginal.

McCreery: Of course, you had other organizations to be affiliated with related to your own research areas and so on. Anything special to be said about those?

Harlan: No, not really. They serve a useful purpose and I'm glad to pay my subscription fees, and find them useful.

McCreery: I wanted to ask you, too, talking about organizations, this is on a more personal note, but on your biographical information sheet, you mentioned involvement with several organizations, the first of which is the Book Club of California. I'd love to hear just a little bit about that from your point of view.

Harlan: I probably joined it in the late sixties and have served on the board. I was a secretary for a couple of years, and they have published two of my books, and I've published articles in their newsletter. I'm not much involved right now, but I have been in the past, and I do a review for them occasionally. That's been a useful club. You know, it has an impressive publication program, and when it was established, one of the movers and shakers was John Henry Nash.

When it was established, its purpose was to really provide support for California fine printers. That's certainly been the case, and on the whole, it's still primarily limited to California fine printers, but not entirely now. Some of the books are truly distinctive as physical items. Some are not distinctive; some are quite mediocre. Sometimes I think there's a bit too much on Californiana, but of course that's sort of inevitable, too. And frankly, I'm quite tired of the gold rush. I wish that would pass on. [laughter] But it keeps cropping up.

McCreery: Yes, well, so much lately with the sesquicentennial and so on, but yes.

Harlan: Yes, but you know, it's a popular subject, so I see why they publish them.

McCreery: Has that been a useful forum for you, though, in terms of meeting colleagues and finding points of common interest?

Harlan: Yes, I would think that they've been useful. Yes. Yes, I think it's a viable organization. I belong to some other bibliographic organizations and I used to attend meetings, but I must say, since I retired, I don't go to such things very much any more.

McCreery: Well, that's fair. That's what retirement is supposed to be, after all.

Harlan: Well, some people go to more once they retire, and they can't get enough. But I can never see the point of it.

McCreery: Well, I take it you'd rather toil away in the Bancroft on your research projects.

Harlan: Perfectly happy to stick pretty close to the Bay Area. Live in the city and come to the Bancroft. Yes, and don't travel so much any more.

McCreery: Well, you've had quite a career here at Berkeley.

Harlan: A long career. If I had it to do over again, I would not serve so long as associate dean. Well, acting dean is something you have to do; you know, it's an obligation. But the associate deanship was really a drain and I realize it was important, but looking back, I think that I wasted in a sense, I wasted quite a bit of my energy on the responsibilities.

McCreery: And for a productive person, that's always an issue, I suppose.

Personal Interest in Animal Welfare and Conservation

Harlan: Perhaps, yes. So if you look at the list of organizations, you'll see several there concerned with animals.

McCreery: Yes, I did want to ask you about that. I didn't know that about you.

Harlan: Oh, yes. I'm really a strong advocate of conservation and animal rights, I guess, is the term you hear sometimes now. But I belong to PETA: People for the Ethical Treatment of Animals. As you know, they can be quite vigorous. They arrange for people to picket Neiman-Marcus when the fur coats come out and that sort of thing. I'm all for it. I think it's great.

The San Francisco chapter of the Society for the Prevention of Cruelty to Animals is a model humane society and they've just done wonders and are very popular in the city--have a lot of patrons, and have been very good about--well, of course the humane society has always been very strong about neutering animals so we can cut down on this unwanted population. San Francisco has always been very good about finding animals homes. They're a very good program. I think there's probably no other humane society in the country that is so successful in finding homes for a lot animals. So I'm appreciative of them, very supportive.

I belong to the Sierra Club, the Nature Conservancy, Save the Bay, and the various other conservation organizations, and just find it's interesting to belong to these. One of my favorites is the Nature Conservancy.

McCreery: How did your interest in animal welfare begin?

Harlan: Well, I've always had a pet, and I suppose that's part of it. You're sympathetic to begin with. I think my interest was probably increased when the San Francisco SPCA began its outreach programs and the literature. And PETA I must have just read and endorsed what they were doing.

McCreery: Well, I wonder if there's anything else I should have asked you. We've covered a lot of territory in a short time and you've really done a wonderful job, but I want to make sure I'm not leaving out anything significant. I'll give you a minute to think about this.

Harlan: I don't think so. Yes, I think we've covered everything.

McCreery: Well, it was fun for me to talk about oral history for a moment.

Harlan: Yes, I'm sure it is.

McCreery: And it's fun to interview someone who knows what it's like on my end. Now you really can bring an added dimension to your own interviewing. Do you have any plans to do other interviews?

Harlan: Well, I hope to do that supplementary one for Andrew Hoyem. That's the only one I have lined up, and he's so busy, it's not going to happen for a while. So there's nothing else. There are people I think worth interviewing, but we'll have to wait.

McCreery: All right. We'll end there. Thank you.

Harlan: You're welcome.

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